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THE IDENTIFICATION OF CURRICULUM NEEDS OF  
GRADE EIGHT STUDENTS IN HOME ECONOMICS

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled THE IDENTIFICATION OF CURRICULUM NEEDS OF GRADE EIGHT STUDENTS IN HOME ECONOMICS, submitted by Sharon R. V. Pisesky in partial fulfillment of the requirements for the degree of Master of Education.

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## ABSTRACT

The changing nature of today's society and its implications for family life, together with the modification of the structure of home economics, and the growth and expansion of knowledge within the subject are creating problems for concerned teachers and curriculum builders. This study attempted to provide an empirical basis upon which decisions regarding the substance or content of the home economics curriculum could be made. Specifically, the needs of grade eight students in five content areas (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management were identified by 330 Edmonton students, 249 of their mothers, 198 of their fathers and 314 Alberta home economics teachers by means of a 75 item opinionnaire.

The data yielded five scores for each participant on each of the five content areas studied. These scores were used to compute group means, standard deviations, and ranks. Tests for statistical significance were carried out by means of a two way analysis of variance with a repeated measure on the subtest variable.

While significant differences existed between the degree and the nature of grade eight students' needs in home economics, there was a consensus of opinion as to their priority. The areas of human development and the family, and family economics and home management, were ranked as either first or second by all groups.





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Foods and nutrition, and textiles and clothing were consistently rated third and fourth, while housing was always fifth and last.

There was no significant difference in the perception of these needs when ranked by students and their parents. There were significant differences, however, between students and teachers, and between parents and teachers, in perception of needs.

Intragroup comparisons of students indicated that there were no significant differences in needs which could be attributed to socioeconomic levels. Male and female students do, however, have significantly different perceptions of their needs. This finding was reinforced by the parents' opinions. Both mothers and fathers felt that daughters have greater needs to study homeeconomics than do sons. Teachers and female students expressed similar opinions regarding areas of need. Students of both sexes, however, perceived their needs to be significantly different than the corresponding teachers did.

This research indicated that there is sufficient evidence to warrant stressing human development and the family, as well as family economics and home management, as the major components in the home economics curriculum. The needs in housing were preceived to be so low as to eliminate detailed study in this area for grade eight students. The study of foods and nutrition and textiles and clothing for girls appeared to be necessary at this grade level while the boys' needs for the same areas yielded conflicting results and did not permit further generalization.



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## Chapter 1

### BACKGROUND TO THE PROBLEM

Society today is changing rapidly and the trends which are being established influence education. Home economics education is being affected particularly, because it is so closely associated with the basic unit of society i.e. the family. Some of the major trends which have implications for home economics education are (Bureau of Homemaking Education, 1964);

- Young people are marrying earlier.
- More women are working, especially young mothers.
- Family roles are more complex and flexible.
- Families have changed from producers of goods to consumers of goods.
- Family income has gone up and living standards are higher.
- The economy has shifted from scarcity to abundance resulting in different spending patterns.
- More people are living in urban areas: less people are living in rural areas.
- Population patterns are changing: there are more infants and more elderly people.
- Technology has produced new materials, new and better equipment and appliances.

An examination of these societal tendencies indicates that home economics can play a vital role in dealing with the increasingly complex problems of family life in the modern culture. In a former day when a woman's responsibility was confined to her household and her family,



home economics attempted to train young girls to utilize modern scientific resources to improve the home and family (Sixth Lake Placid Conference, 1904). Although the aims of home economics were extended to include the improvement of "living conditions in the home, the institutional household and the community" (Lake Placid Conference, 1908) the discipline continued to remain basically, an applied science, drawing its knowledge from the physical, and biological sciences, and adapting them to the home situation.

In 1959, the fiftieth anniversary of the American Home Economics Association, scholars (Committee on Philosophy and Objectives of Home Economics) assessed social changes and educational, scientific and technological advances of our society during the preceding part of the century and made adjustments to the aims and objectives of the discipline. The realization that there was a need to extend home economics to incorporate economic, psychological and sociological theories into the framework of its knowledge was a significant achievement. This represented a positive effort to improve home and family life. In essence, the new focus called for "a new order of emphasis on meeting family needs and wants" (Committee on Philosophy and Objectives, 1959). Home economics was redefined:

"Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs





- furthering community, national and world conditions favorable to family living." (p. 3)

In modernizing the concept, the structure and the function of the discipline has been changed. It has become a multidisciplinary subject, drawing its knowledge from its own research, and from the physical, biological and social sciences and the arts, and applying this knowledge to improving the lives of families and individuals. The following components of family living constitute the subject matter of Home Economics (Committee on Philosophy and Objectives, 1959, pp. 4-5):

- family relationships and child development
- nutritional needs and the selection, preservation, preparation and use of food
- design, selection, construction and care of clothing and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management of the use of resources so that values and goals of the individual, the family or of society may be attained.

In a study of home economics at the secondary school level the Home Economics Education Branch of the U.S. Office of Education used the "concept approach" as a means of identifying and unifying the subject matter content of the discipline. Over a period of five years, scholars and teachers worked together to organize the structure under the following categories (Report of a National Project, 1967, p. 23):

- Human Development and the Family



- Home Management and Family Economics
- Foods and Nutrition
- Textiles and Clothing
- Housing

Briefly then, certain changes in society affecting the family, together with an evaluation of home economics aims and objectives led to the adjustment of the structure of home economics as a discipline. In so doing, the scope was widened -- principally due to the inclusion of economic, sociological and psychological principles relating to the home and family. The inclusion of these new areas of study as well as the expansion and growth of new knowledge in the traditional home economics areas have led to an enormous increase of knowledge within the field.

These three factors, i.e. societal changes associated with the family, adjustment of the aims and objectives of home economics and the growth of knowledge within the discipline are posing numerous questions for the educator. What shall we teach? When shall we teach it? To whom shall we teach it? The tremendous expansion of knowledge within the new framework makes it impossible to teach something of each area to every student in every grade. The old question of "which learnings are of importance?" becomes a crucial question. The selection of content that will meet the needs of students for the times in which they live is a challenge for classroom teachers and curriculum builders alike. The development of new home economics curriculum will require the use of new strategies.



The goal of secondary home economics education in relation to these recent developments remains clear: "to develop in the students the ability to live constructively at home and with the family" (Coon, 1965, p. 3). The means of attaining this goal are a matter of dispute. At the present time the junior high school home economics curriculum in Alberta attempts to provide students with a knowledge of food preparation and nutrition, clothing construction and textiles, plus a few lessons in each of the other areas of home economics at every grade level. The increased scope of home economics seems to rule out utilization of this type of repetition of content in future curricula. From a study of seventh and eighth grade home economics programs in South Dakota, Wagner (1967) recommended that the specific topics to be studied at the grade seven and eight levels be divided, as opposed to the method of teaching a few lessons of every area in each grade. Dividing the subject matter to be studied among the grades at the junior high school level would allow the student to examine the subject at hand in more depth, and hence gain a better understanding of the topics.

The problem of selecting content which would be suitable for each grade level could be solved by a study of student needs in each of the areas of home economics. Research that will identify content areas which could be incorporated into the curriculum guide will make the course work meaningful and interesting to the students at each grade level.



## THE GENERAL PROBLEM

The purpose of this research is to identify, rank and compare five home economics content areas at the eighth grade level on the basis of needs as perceived by (1) Edmonton students, (2) their mothers and their fathers, and (3) Alberta home economics teachers.

### Specific Statement of the Problem

The questions to be investigated are:

1. How do grade eight students rank their home economics needs? (as defined by the term, p. 7)
2. How do mothers, fathers, and teachers rank the home economics needs of grade eight students?
3. To what degree, if any, is there conformity in the perception of home economics needs as expressed by students, mothers, fathers, and teachers.

### Statement of the Sub-problems

This study seeks answers to the following related questions:

1. Do differences exist in home economics needs as expressed by students which can be attributed to:
  - a) socioeconomic levels -- high, medium, low
  - b) sex
  - c) school system of attendance
2. Do differences exist in the home economics needs when perceived by:
  - a) mothers for sons and mothers for daughters
  - b) fathers for sons and fathers for daughters
  - c) sons, mothers for sons, fathers for sons
  - d) daughters, mothers for daughters, fathers for daughters





3. Do differences exist in the needs as perceived by:

- a) students and teachers
- b) mothers, fathers and teachers

### Significance of the Study

The changing nature of today's society and the implications this has for family life, together with the changes in the structure of home economics and the explosion of its knowledge are creating problems for concerned teachers and curriculum builders. This study is an attempt to provide a rational basis upon which decisions regarding the substantive dimension of the home economics education process could be made for one specific area. The establishment of need priorities in the various subject areas of home economics would provide knowledge which would be useful to educators when developing new curriculum. This study is of especial significance at this time because the home economics curriculum in Alberta is currently under revision.

### DEFINITION OF TERMS

For the purpose of this study the following definitions are used.

#### Need

Something regarded as either desirable or necessary for optimal psycho-social development of the student both in reference to his present interests, abilities and level of achievement and in relation



to the probable future demands of the individual and society (Good, 1959, p. 362).

### Basic Needs

The fundamental drives common to all people that dictate emotional conditioning and interaction with society, and society's approval (Brown, 1965, p. 4).

### Home Economics Needs

The needs of grade eight students in five areas of home economics: (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management.

### Socioeconomic Status

The social position held by an individual by virtue of considerations such as occupation, education and place of residence. It is assumed that the members of any one socioeconomic group will enjoy similar home conditions and opportunities and will share common home economics needs (after Cropley, 1963).

### Teacher

A home economics teacher actively teaching during test periods.

## DELIMITATIONS OF THE STUDY

This study is delimited by the following factors:

1. The sample of students, mothers and fathers will be drawn from the schools of the Edmonton Public and Edmonton Separate School Systems.



2. Only two school systems will be studied, the Edmonton Public and the Edmonton Separate (Catholic) School Systems.
3. This study is confined to determining the need preference of grade eight students for study in five areas of home economics. (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management. No attempt will be made to identify the need preference for specific content within each of these five areas.



## Chapter 2

### THEORY AND RESEARCH RELATED TO THE INVESTIGATION

As background for this investigation a review of literature in three related areas was undertaken.

1. Student needs as a curriculum determinant
2. Basic human needs
3. Home economics needs

#### Student Needs as a Curriculum Determinant

The criterion for determining curriculum content for today's schools has been shaped by the content of the discipline or subject-matter-centered curriculum and the child-centered curriculum. Fifty years ago, schools ignored the interests, needs, motivations and capacities of the pupils in favor of rigid content oriented programs of study (Saylor, 1966, p. 51). Criticism of this type of organization "was based on a semi-intuitive concern for individual development of independent thinking, creativity, freedom and the right of the child to learn actively and to formulate his own thoughts and ideas instead of merely absorbing the social heritage" (Taba, 1962, p. 387). Research in child development and learning support these early criticisms. Moreover, recent developments show that mental processes involve active processing of information and not just assimilation of organized knowledge.

The passivity of learning and the isolation of content from the needs and interests of the individual were counteracted by the





activity or child-centered curriculum. The rationale underlying this approach is that children learn by doing. Furthermore, it is only those activities which are related to active purposes vital to the learner that will effect behavioural change.

Curriculum developers today have taken a position somewhere between the inflexible subject organization and the disjointed child-oriented curriculum. The need was recognized to structure learnings and organize them into meaningful sequences. In addition, research evidence indicates that learning is an active process. The above factors have been combined to include the best features of each design into the current concept of curriculum.

Many writers have expressed opinions and suggested means of incorporating student needs into the course of studies. As background for determining the position of student needs in determining the curriculum, selected readings were made of the views of prominent theorists.

Saylor and Alexander (1966) indicate that, "the real grass roots level of curriculum planning is the pupil himself (p. 23)." These authors argue that the inclusion of learner needs as a source of content is a basic human right which will enable each individual to develop to the fullest extent possible. Moreover, since all behaviour is goal directed, consideration must be given to the motivation syndrome. Important aspects of human growth and development are the needs, developmental tasks, problems, and interests of students. These elements are key factors in initiating goal directed



behaviours, and hence are of great significance to curriculum planners. Saylor (1966, p. 210) issues a challenge to researchers to study human requirements and develop methods of incorporating them into educational practices.

Smith, Stanley, Shores (1950) also feel that the felt needs and interests of students provide one of the criteria for content selection. The growth of human personality occurs in a social context. Cultural forces shape the needs and interests of its members. In so doing, unique as well as common requirements are developed in its individuals. The identification of normal needs can provide a basis for selecting curriculum content that will satisfy group desires. Individual differences may be accommodated in a similar fashion. While these authors recognize learner needs as a criterion for content selection, they warn against allowing the needs and interests of students to determine exclusively what is being taught and how it should be taught. Smith and others, like Saylor and Alexander point out that the democratic philosophy makes it mandatory that the development and satisfaction of the needs and interests of individuals receive consideration as a curriculum determinant.

John Goodlad's (1966) position on the consideration of learners in planning the school program is comparable to the opinions already presented. He describes the inclusion of student needs and development as "inescapable (p. 161)." Although research evidence seems to verify that anything can be taught to anyone in some honest form, Goodlad cautions that this alone is not justification for its inclusion in the curriculum. The questions, should you teach it, and if so, how



can it best be taught, can be answered through a knowledge of human development, and common group needs. Goodlad submits that the emergence of a systematic method of collecting valid data to answer these questions would help to eliminate the subject-child dichotomy.

Downey's (1965) philosophy with respect to the learner as a curriculum determinant is summed up in the following statement. "The individual learner is unquestionably the most important part of the learning process (p. 126)." Concern is voiced not only for consideration of what the student can do, but also for what he wants to do. Needs are recognized as motives for behaviour. In spite of his recognition of the difficulty of categorizing the variety of human requirements, Downey (1965, p. 130) proposes three: (1) needs with respect to goals or purposes, (2) needs with respect to means or performance toward purposes, and (3) needs with respect to one's relations with others. Although each group has implications for the substantive aspect of secondary curriculum, the first element has the most implication for the selection of content, while the second and third components are more concerned with the strategies of inquiry. The intrinsic purposive nature of the human organism leads individuals to want to do, to be, or to become. Only when the purposes of the student and the schools have a high degree of congruency does a truly effective learning situation exist.

Fleck (1968, p. 38) emphasizes the role of the individual teacher in helping students satisfy certain essential emotional needs. Although Fleck (1968) acknowledges that none of the needs theories





have been proven with any degree of finality, it is clear that "students gain considerably in social and academic learning, and in direct proportion as their teacher tries to meet their emotional needs (p. 39)." The teacher of home economics is especially urged to learn about her students, identify their needs, and work towards fulfilling them.

The recent report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (1968, p. 75) directs the school to foster a continuous desire to learn. This Canadian report on curriculum in Ontario has implications for all educators. A good program enables pupils to acquire desirable interests, abilities, skills, attitudes, dispositions and understandings. Further, it "must meet the needs and express the desires of pupils." The schools should create pleasant and friendly environments, in which adolescents feel appreciated and accepted, and their ideas are welcomed and respected. Although the return to a child oriented curriculum where the student makes his own choice of content is considered ideal, the commission recognized the disadvantages of such a situation when carried to extremes. Student opinion, however, is deemed as being desirable in planning the program. The dynamic curriculum which ultimately is created and directed by people within a school, should emerge as a "force affecting relationships among teachers, parents, administrators and all people in the community (p. 75)."

#### Basic Human Needs

The study of needs falls within the broader scope of





motivation. Although the theories of motivation are numerous, and to some extent in disagreement with each other, certain basic concepts are common to all of them.

Motivation is a concept which explains differences in the behaviour of an individual with time and in the behaviour of individuals in the same stimulus situation. Motivation is the process of arousing, sustaining and regulating activity concerned with the energetics of behaviour (Good, 1959, p. 354). More precisely, it is "a condition of an organism in which bodily energy is selectively directed in behavioural acts in relation to the environment so as to attain a goal object that is significant and meaningful to the individual" (Saylor, 1966, p. 207). The two fundamental components of motivation are first, a needs state in the individual, and secondly, a goal or external stimulus that will eliminate or reduce the original condition. Needs are internal conditions of the organism produced by external or internal stimuli which energize the individual and cause him to act.

Many attempts have been made to classify the wide range of human needs. None of them have been proved to be absolutely correct. The theory proposed by Maslow (1954) is reviewed here in detail. Maslow hypothesized the existence of five basic needs, plus two operational needs. These are: (1) physiological needs, (2) safety needs, (3) belongingness and love needs, (4) esteem needs, (5) needs for self-actualization, (6) the desire to know and understand, and (7) esthetic needs. This statement of basic requirements is a



hierarchial classification. The categories above physiological needs are sociological in nature, and are the result of the interaction of social and cultural forces, and human development.

Physiological needs, such as food, elimination, and rest are the most potent of all needs. All other needs are subordinated until these are met. Continuous gratification of these requirements releases the individual from behaviours dominated by these wants. He is then free to seek satisfaction of higher level needs.

The desire for a predictable, orderly environment which is familiar and reliable, represents the safety need. Confronting an individual with the new, the strange, and the unknown, drives him to alleviate the danger by seeking the safety of the known. The third group, that of belonging and loving represents the recognition and affection that each human being seeks. To be psychologically healthy, everyone must be accepted, loved and respected by his fellow beings.

All people require first, a sense of adequacy, of achievement and accomplishment, and second, a feeling of having status, recognition, approval, attention, prestige and appreciation. Satisfaction of these needs results in self-confidence, pride in one's accomplishments, a feeling of worthwhileness and strength to face up to society. The drive of each individual to do, and develop into, whatever he is capable of doing and being fulfills the need for self-actualization. Self-understanding, self-acceptance and actualization of capabilities and potentials together with appeasement of the lesser needs constitute the requirements for fulfilling this deficiency.



Once these five basic needs have sufficiently met an individual's requirements, other drives emerge. These include: (1) the desire to know and understand, and (2) the aesthetic needs. The former section includes the drive to satisfy curiosity and cognitive impulses (i.e. a desire to analyze, explain, organize and understand). The latter deals with the desire for beauty, and is closely related to the self-actualization and even safety needs.

In discussing further characteristics of basic needs, Maslow indicates that the fixed order of this hierarchy is not rigid. Complete satisfaction of a particular want is not a prerequisite for the emergence of a new need. Most normal adults have achieved partial satisfaction of their basic requirements. Another characteristic of human desires is that they are most often unconscious: individuals are unaware of why they act as they do. The behaviours exhibited by an individual may be serving several different basic needs, that is they are multimotivated behaviours, and hence are difficult to analyze.

Maslow's theory has not gained wide acceptance by psychologists as a complete explanation of human motivation because it does not fully explain all human behaviour. It does, however, provide an adequate framework upon which the concept of motivation can be developed. The necessity of defining a construct that explains the elements of behaviour emerges from our awareness that something directs an individual to act or react as he does. The labels that are given to this energizing system vary, but the most common term used is 'needs'. Research findings support certain aspects of Maslow's theory and the existence of a need phenomenon.





The difficulty facing curriculum developers is that knowledge of motivation is rather meager (Saylor, 1966, p. 212).

#### Home Economics Needs

Over the years research has been done to determine the extent to which home economics has helped students to recognize their needs and adjust to family life and society. This research includes the function of home economics programs and the extent to which curricular substance was adapted to the various problems and needs of the student, both within his family and community context. The vast changes in society together with changes in the structure of the discipline, however, make it imperative that the curriculum be constantly re-evaluated.

The research with respect to student needs has taken two related but distinct forms: concern for present needs, and concern for future needs. At the senior high school level there appears to be more involvement with future requirements. The basic design of these studies has been to investigate the concerns of high school students as they anticipate their future lives, and the current problems of young adults. The findings are then utilized to make suggestions for high school home economics programs.

Studies conducted into the needs and interests of grade 7-8-9 students tend to examine present oriented requirements. The subjects for the most part have involved both girls and boys enrolled in home economics classes. The literature reported here has been confined to studies involving junior high students, that is grades 7, 8 and 9.





Bush studied interests of junior high school students at three different times: 1947, 1957 and 1965. Using the same 100 item scale, consisting of 10 different things to study and 10 different things to do, (activity interests) she found that student needs had shifted. The direction of change was toward areas dealing with self-oriented concerns. In 1947 the need to study about family relationships ranked fifth, in 1957 it ranked fifth and in 1965, first. Consumer education consistently ranked as either second or third.

A study to determine the extent to which the teachings of home economics are related to certain ninth graders' needs was conducted by Brown (1965) using 217 homemaking students in five selected junior high schools in Huston, Texas. The underlying assumption was that a set of basic needs universally common to all people existed. Although needs are broadly classified as being either physiological, psychological or sociological, her review of the literature indicated that the ways in which an individual's basic requirements are met follows the social patterns of a child's cultural heritage. Society expects adolescents to advance to normal maturity, but before they can take their place effectively as adults their concerns must be satisfied. The reasons students gave for taking home economics were sociological in nature. They are, in order of preference, to learn to (1) construct clothing for self, (2) prepare food for different occasions, (3) care for the home, and (4) get along with family and friends. The needs of students were found to be centered about management skills, e.g. the planning and purchasing of clothing, food,



the care of the home, especially one's own room, and improving money habits. Most students felt that practical applications should be made toward fulfilling their developmental requirements and helping to improve family living.

In comparing the needs of adolescents with the objectives of home economics education, Brown concluded that homemaking is a subject capable of meeting certain needs. It was suggested that provision be made in the program for inclusion of experiences to which adolescents can relate, and which they can apply to everyday problems. Further study was recommended to give insight into the areas of greatest need in homemaking so that instruction could be planned around them.

An investigation of the social position of ninth grade homemaking girls (Taylor, 1966) indicated that there were no significant differences in the interests of subjects from different social groups concerning home economics activities which were (1) active or static oriented and (2) present or future oriented. Of the 186 girls, approximately evenly divided between upper and lower social positions, more subjects in both groups preferred active, present oriented activities. Only three of the seven subject areas studied yielded significantly different preferences between the two groups. These were in the areas of housing, home nursing, and management. All students, regardless of social position were "very interested" in studying personal and family relationships. Taylor concluded that socioeconomic position is not a determining factor in the type of activity preferred by pupils of this age group, although it apparently affects interest in various aspects of homemaking courses.



Carpenter (1968) developed a family background and interest survey of ninth grade girls enrolled in homemaking and tested 135 girls from selected Wichita, Kansas schools. The findings were used as the basis for a unit on family relations. Although this study was confined to needs in the family living area, this was broadly defined to include family economics and home management. Items of greatest concern to students were understanding parents, being recognized as an individual, needs of individual family members, money management and teenage marriages.

Locke's study (1968) of the home experience of 218 grade seven and eight students, both girls and boys was also confined to home and family living. Rural and urban students from upper, middle and lower socioeconomic levels participated. Analysis of data revealed that students whose mothers were employed outside the home assumed more household duties and tasks, especially in the area of meal planning and preparation. No relationship between socioeconomic levels and home responsibilities of students could be established.

The challenge issued by Klemmer (1965) urges that we be more realistic when dealing with the problems faced by today's youth and that we provide definite direction in the form of value guidance which will be readily acceptable to today's youngsters. To accept this challenge requires a knowledge of youth's problems and needs, and the means to effectively utilize this information to their benefit.

#### Hypotheses to be Tested in This Study

The opinions of learned scholars suggest that a core of



common student needs in the field of home economics exists, and further that the consideration of learner needs as a criterion for making curriculum decisions has merit. On the basis of previous research and the purpose of this study the following null hypotheses will be tested:

1. There are no significant differences in the home economics needs of grade eight students as expressed by (1) students, (2) their mothers, (3) their fathers, and (4) home economics teachers.
2. There are no significant differences in the rank order assigned to student's home economics needs in the areas of (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management, as perceived by students, their mothers, their fathers, and home economics teachers.

#### Related Hypotheses

In addition to the major hypotheses under study, three related hypotheses, concerning intra and inter group comparisons of perceptions of home economics needs are proposed.

3. There are no significant difference in the home economics needs perceived by eighth grade students which can be attributed to:
  - a) socioeconomic levels -- high, medium and low
  - b) sex







- c) school system attended -- Edmonton Public School system  
or Edmonton Separate School system

4. There are no significant differences in the home economics needs of grade eight students when these needs are perceived by:

- a) mothers of participating sons, and mothers of participating daughters
- b) fathers of participating sons, and fathers of participating daughters
- c) boys, mothers of participating boys, and fathers of participating boys
- d) girls, mothers of participating girls and fathers of participating girls

5. There are no significant differences in the home economics needs of grade eight students when these needs are perceived by:

- a) students and teachers
- b) mothers, fathers and teachers



## Chapter 3

### THE DESIGN OF THE STUDY

The primary purpose of this study is to determine the needs of grade eight students in five areas of home economics, i.e. housing, foods and nutrition, textiles and clothing, human development and the family, and family economics and home management. The needs for this specific grade level will be determined by the opinions expressed by students, their mothers, their fathers and Alberta home economics teachers.

### THE INSTRUMENT

In order to accomplish the purpose of this study and to test the hypotheses a suitable data collection instrument is required. Because a search of the literature revealed that none was available the investigator was forced to embark upon the task of designing an instrument which would meet the needs of this study. The suggestions of Good (1966), Parten (1950), and Burk (1968) provided the guidelines upon which the framework of the opinionnaire was built.

#### Rationale Underlying the Construction of the Instrument

The nature of the data required to some extent determined the primary format of the instrument. The opinions to be expressed by the sample represent their attitudes and beliefs towards certain aspects of home economics curriculum. Thus, the questionnaire



needed to measure the strengths of these attitudes. An opinion is a predisposition or set to react in a positive or negative manner toward a statement. The major aspect of opinions under investigation here fall into the affective domain. The responses will represent the emotions, connotations and feelings associated with the object of attitude. The participant's reaction to a statement is that it is troublesome, or rewarding, or to one's liking or disliking.

The type of the responses expected immediately suggested the use of a Likert type scale (Fishbein, 1967, pp. 90-95) in which the participant expresses his attitude according to a three, five, seven or some other odd number value or location on a continuum. A scale of this type was adopted for the present study. The continuum ranged from most favorable at one extreme to least favorable at the other. A five point scale was used for two reasons. Firstly, it provided an adequate range in which to obtain measures of opinion as required for the purpose of this study, and secondly, because the data could be transferred conveniently to optical score sheets providing ease of handling for tabulating results. A scale ranging from the positive, 'very great need' through 'considerable need', 'some need' and ending with the negative 'no need' proved to be feasible for four of the locations on the continuum. The category of 'undecided' formed the fifth point; its inclusion represented an effort to allow indecisive individuals an opportunity to express their uncertainty, and theoretically was the parallel of the midpoint, neutrality, on the continuum. The anticipated number of home economics statements for



which opinions were to be sought was expected to be large, and this type of measure was viewed as one which would encourage the participation of parents and teachers. Furthermore, forcing respondents to answer according to a set scale would provide ease in deciphering information. It was decided to have the respondents indicate their opinions directly on the test booklet rather than to record them on optical score sheets thus eliminating possible sources of confusion associated with use of this type of tally. Furthermore this procedure would encourage participation of parents and teachers.

### Structuring the Instrument

Having defined the subject of home economics at the secondary school level as consisting of the study of housing, foods and nutrition, textiles and clothing, human development and the family, and family economics and home management, the investigator used the handbook of the American Home Economics Association, *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*, as a basis for writing items to represent each of these five areas.

The questionnaire was designed to collect opinions regarding needs in the five areas of home economics: housing, foods and nutrition, textiles and clothing, human development and the family, and family economics and home management. In constructing the opinionnaire eighteen to twenty items were written for each of the five areas of study. After consultation with ten subject area specialists, (at least one in each of the five fields) the items





were revised where necessary and reduced to fifteen in number. (A complete description of the specialists and this procedure is found under Validity of the Instrument). The fifteen items for each section comprised the subtest for each subject area of study. Table 1 gives a classification of items as they appear on the comprehensive form of the opinionnaire.

#### Description of the Instrument Forms

Four forms of the opinionnaire entitled "Interests in the Home & Family" were constructed to accommodate differences in the nature of the respondents and variations in the testing circumstances.

Students would be tested in group situations, with the investigator verbally providing instructions and being available to provide further guidance if necessary. The teachers and parents would be required to read the instructions and complete the questionnaire individually. Thus it is essential in the case of the latter, that the instructions be concise and that they clearly indicate the method to be used in answering the questions.

Copies of the four opinionnaires appear in Appendix A. Each form is composed of instructions, preliminary data collection questions and a set of seventy-five items. The directions for filling out the opinionnaire are parallel in nature on each form. The preliminary questions attempted to collect data which would be useful for intra and inter group comparisons. The seventy-five items which represent the main data collection aspect of the opinionnaire are identical on all four forms.



Table 1  
Classification of Test Items According to Subtests

Subtest	Subject Area	Question Numbers
1	Housing	4, 9, 14, 19, 24, 28, 33, 38, 42, 47, 52, 56, 61, 66, 75
2	Foods and Nutrition	1, 5, 10, 15, 20, 25, 29, 34, 39, 43, 48, 53, 57, 62, 67
3	Textiles and Clothing	3, 8, 13, 18, 23, 27, 32, 36, 46, 51, 55, 60, 65, 68, 73
4	Human Development and the Family	2, 6, 11, 16, 21, 26, 31, 35, 40, 44, 49, 58, 63, 69, 74
5	Family Economics and Home Management	7, 12, 17, 22, 30, 37, 41, 45, 50, 54, 59, 64, 70, 71, 72



### Scoring the Instrument

In completing the seventy-five statements on home economics each respondent was asked to express his opinion with respect to the needs of grade eight students by circling the number which represented his viewpoint. Table 2 shows the rating scale used. The responses given to the items for each subtest were weighed by assigning a value of '3' if the response was 'very great need', '2' if the response was 'considerable need', '1' if the response was 'some need', and '0' if the response circled was 'no need' or 'undecided'. Priority ranks arrived at in this way have no strict absolute value because they are based upon ordinal, not cardinal numbers. This type of scale makes no assumptions of the existence of a psychological continuum: the numbers do not reflect spacing and magnification. The score for each subtest was found by adding together the weighted response of the respective items. These scores were regarded as a reflection of both the direction and the degree of need in a given area of study. A maximum of forty five points could be attained if an individual had circled the number 5 for all of the items of a given subtest.

### Assumptions of the Instrument

The use of the 'Interests in the Home and Family Opinionnaire' as a data collections instrument is based on the following assumptions:

1. Students at the grade seven-eight level are capable of



Table 2  
Rating and Weighing Scale of the Interests in the  
Home and Family Opinionnaire

Key	Response	Weighing Factor
Very great need	5	3
Considerable need	4	2
Some need	3	1
No need	2	0
Undecided	1	0





identifying their needs, and furthermore are able to distinguish their needs from their interests. In a study conducted by Barton (1965) 275 grade eight students were asked to indicate their interest in studying 181 statements representing ten different areas of health. Students were then asked to express their need to learn about these same items. A Spearman rank order correlation of .75 was found between perceived needs and the perceived interests. Among the conclusions that Barton drew from his study was that grade eight students were able to discriminate between the health content areas. Furthermore, grade eight students were found to have a common core of needs and interests regardless of the subgroup into which they were placed. Barton's findings indicate that there is some basis upon which the first assumption can be made.

2. Mothers and fathers are aware of the needs of their children.

3. Teachers are aware of the home economics needs of grade seven-eight students.

4. Mothers and father would answer the opinionnaire as they perceive their child's needs to exist, as opposed to indicating their perception of their own needs. Every effort was made to construct each item avoiding the use of personal pronouns. In addition, the instructions stressed that the opinions given were to represent the needs of grade eight students.

5. Teachers would answer the opinionnaire as they perceive the needs of grade eight students to exist, as opposed to indicating what the curriculum suggests should be taught, and what they were actually teaching. The instructions specifically directed teachers to avoid



being influenced by the content of the present curriculum, and express their own considered opinion.

6. The statements included on each subtest are equally attractive in the sense that they do not cause a respondent to answer the items of one subtest more favorably than the items of another subtest. In constructing the opinionnaire, care was taken to use neutral words and phrases in the hope that each item would be equal in its power of attraction.

7. The individual subject's ego involvement on the responses he gives will be minimal. An individual's awareness that his opinions are contributing data to scientific research may cause him to react in unnatural ways (Sherif, 1965, p. 70). Specifically those participating, particularly those participating on a voluntary basis, have favorable attitudes about the importance of research, and their personal involvement in contributing to scientific research. Usually this predisposition favorably influences the responses they give (Sherif, 1965, p. 70).

#### Reliability of the Instrument

The Kuder Richardson Formula 20 for reliability was used to determine a coefficient of internal consistency from a single administration of the test. This is an internal consistency measure based on the variance covariance matrix. The formula yields an estimate of the test reliability from data on the variability of test scores, item scores, and the number of items in the test. The



following computational formula was used to calculate the reliability of the scores for each subtest (Ferguson, 1959, p. 379).

$$r = \frac{n}{n-1} \cdot \frac{S_x^2 - \sum_{i=1}^n P_i Q_i}{S_x^2}$$

$n$  = number of test items

$S_x^2$  = variance of scores on the test defined as  $\frac{\sum (X - \bar{X})^2}{N}$

$P_i Q_i$  = product of proportion of passes and fails for item "i"

$\sum_{i=1}^n P_i Q_i$  = sum of these products for "n" items

In computing the overall reliability of the test the formula used was the Kuder Richardson Formula 20, coefficient of reliability. The specific formula used in this instance is a variation of the KR-20 formula.

Adjustments as described by Ferguson (1959) have been made to account for the fact that this instrument has no "right" or "wrong" answers. For an item with more than two response categories, where each category has been assigned a weight the individual item variances may be calculated and their sum may be substituted in the Kuder Richardson formula 20 for  $\sum_{i=1}^n P_i Q_i$  (p. 380).

The overall reliability was derived using the following formula:

$$r = \frac{\sum \text{Covariance}}{\sum \text{Variance} + \sum \text{Covariance}} \cdot \frac{N}{N-1}$$



The reliability of each of the five subtests and the overall test is given for each of the population factors in Table 3. In general the test reliability is sufficiently high so as to conclude that the Interests in the Home and Family Opinionnaire measures to a high degree of accuracy the home economics needs of grade eight students.

#### Validity of the Instrument

The instrument was designed to measure the needs of eighth grade students in five areas of home economics. Because the nature of the Interests in the Home and Family Opinionnaire is such that it solicits the opinions of selected respondents, the only measure suitable for judging the validity of this test was for content. Ten home economics specialists (Table 4) representing each of the five subject areas were asked to examine the items pertaining to their subject area and to make judgments on them using the following criteria:

1. to ensure that each item represented a valid concept within their speciality.
2. that the items represented the major areas of study within that subject area.

Table 4 indicates the participating consultants and their subject area specialty. (All consultants were members of the faculty of the School of Household Economics at the University of Alberta in the Spring of 1969.) Meetings were arranged with each consultant at which time the set of items was examined according to the above criteria. Revisions were made where necessary in keeping with the







Table 3

Reliability of the Interests in the  
Home and Family Opinionnaire\*

	Form A (teacher's)	Form C (student's)	Form F (father's)	Form M (mother's)
r of housing subtest	0.82	0.82	0.90	0.89
r of foods and nutrition subtest	0.80	0.83	0.88	0.90
r of textiles and clothing subtest	0.80	0.83	0.87	0.89
r of human development and the family subtest	0.87	0.88	0.88	0.91
r of family economics and home management subtest	0.88	0.87	0.90	0.91
overall test r	0.87	0.96	0.96	0.97

\*as computed by the K-R-20 formula



Table 4

Specialists Attesting to the Content Validity of the  
Interests in the Home and  
Family Opinionnaire

Subject Area	Specialists(s) Consulted
Housing	Thelma Dennis, M.Sc. (Washington State)
Foods and Nutrition	Elizabeth L. Empey, PhD. (Cornell) Judith Strang, M.Sc. (Manitoba)
Textiles and Clothing	Helen Sammuel, M.A. (Michigan State) Verna Lefebvre, M.S. (Montana) Nancy Kerr, M.Sc. (California)
Human Development and the Family	Dianne Kieren, PhD. (Minnesota)
Family Economics and Home Management	Doris R. Badir, M.Sc. Education (Syracuse) M.Sc. Economics (London)
Overall Content	Edith E. Down, PhD. (Cornell) Elizabeth L. Empey, PhD. (Cornell)



established criteria. At the second meeting, the consultants were asked to re-examine the corrected set of items and approve of them, once again in accordance with the described criteria.

#### THE PILOT STUDY

In order to test the basic design of the research and the readability of the instrument a pilot study was conducted. The sample for the pilot study included teachers, students and parents. The design of the study required two separate phases of testing. Teachers were contacted by mail, and students and their parents were contacted personally through the schools.

The teacher participants included ten former home economics teachers, two university faculty members who had formerly taught home economics at the secondary school level, and one graduate student in secondary home economics education. Each participant was asked to complete the opinionnaire and add the comments deemed necessary. Each teacher completed the opinionnaire and returned it by mail to the correspondent. The pilot study conducted with the sample of teachers indicated that the collection of data through the mail was feasible and that the directions given were adequate for teachers to complete the opinionnaire.

The students for the pilot study consisted of two grade seven classes at St. Brendan Separate School. A total of fifty-nine students participated. The investigator tested the students and was careful



to be specific in reading out the instructions. If a student did not understand an item, or any words in an item, he was instructed to leave it blank. In evaluating the results of the pilot study, the directions given were found to be satisfactory. In examining the tabulated data, however, it was clear that some items contained words that were not easily understood by some students. With the advice of Dr. E. E. Down, these items were carefully reworded in order to clarify the meaning.

The parents participating in the pilot study were the mothers and fathers of the same students of St. Brendan School. The main objective of testing the parents was to determine the response that might be expected when parents were contacted through their sons or daughters at school. A total of 45 mothers (76.4%) and 37 fathers (64.1%) responded to the opinionnaire. In tabulating the results of the parents' responses it was found necessary to incorporate a checklist to provide information with respect to the sex of their child on the instruction page in order to provide more complete information for data analysis and testing the hypotheses.

The pilot study indicated that the basic design of the study was workable. Specifically it indicated that:

1. The instrument, as corrected, was readable at the grade seven level.
2. The instrument provided a measure of need in the five areas of home economics under study.





3. The instructions given for the completion of the opinionnaire provided sufficient information so as to enable the respondents to complete the opinionnaire successfully.

4. Parents would respond in significant numbers when contacted through their children at school.

5. Teachers would respond in significant numbers when contacted through the mail.

### THE SAMPLE

The hypotheses to be tested required that the opinions of four distinct groups be solicited. These included home economics teachers, grade seven students and their mothers and fathers.

#### Student Sample

The student sample for this investigation was drawn from the grade seven populations of the Edmonton Separate (Catholic) School System and the Edmonton Public School System. The 1961 census data on education and occupation was used to determine the social mean scores of the schools of each system. By ranking and grouping these scores, each school was categorized as being of high, medium or low socioeconomic level. One school was randomly selected from each of the low, medium and high socioeconomic levels of each of the Edmonton Separate (Catholic) School System and the Edmonton Public School System. Thus the school population to be tested was randomly selected from the socioeconomically stratified grade seven populations of the Edmonton Separate and Edmonton Public School Systems.



In order to be eligible for the student sample of this study, the student must not have studied home economics previously. The time of testing was late in the spring of 1969, and it was decided to use grade seven students for the sample, the assumption being that grade seven students in May-June would be almost at the grade eight level. In addition, since almost all grade eight girls in Edmonton study some home economics, it would have been difficult, if not impossible to find a suitable sample of grade eight students.

#### Selections of the Student Sample

Using Edmonton's 1961 census data, Dr. George Kupfer (1967) utilized the typology technique to determine the social mean scores for each census tract in the city. The typology technique is a method of grouping variables which are felt to reflect the same general characteristics. In this instance the variables of education and occupation have been used to determine the social mean score. This score is then used as an indicator of the socioeconomic status of the census tract. The ratio of the persons five years of age and older who have completed no more than grade school education (eight years or less) per 1000 persons 25 years of age and older represents the education score of a census tract. The occupation score is the ratio of the total number of craftsmen, operators, and labourers per 1000 employed persons (male and female). The simple mean of these two ratios represents the social rank score. 1961 census information was the most recent data available regarding the socio-



economic levels of the various communities in Edmonton and district. (Although the 1966 census had been completed, the data had not been published in comprehensive form to permit the calculation of 'social mean scores' for each of the census districts.) The use of this dated information did have some drawbacks. Many of the outlying areas had been developed extensively in the time interval and the new population may have had a different social mean score from that of the original population. Edmonton now included the towns of Jasper Place and Beverly within its boundaries. The traditional changes which a community undergoes as it develops through various stages will also have altered the socioeconomic status of the district in the intervening years. In spite of these disadvantages, the 1961 census information was incorporated into the structure of this study. The alternative method of determining socioeconomic levels would have been to calculate the social mean score from information which could be provided by students themselves. The problems of students not knowing their parents' specific occupation, and the extent of their parents' education, and the question of invading the privacy of the participants ruled out this method of obtaining the required information.

Both the Edmonton Public and Edmonton Separate School systems supplied lists of the schools under their jurisdiction which had grade seven classes. (Appendix C) One school was eliminated from each list: St. Brendan, because it had served as the school for the pilot study, and King Edward because several other research projects





were already being conducted there, and the investigator felt that this circumstance might inject undesirable variables into the study. Each of the schools was located on the Census Tract Map of Edmonton, Beverly and Jasper Place: 1961, and allotted the social mean score of that particular census tract. It was assumed that the school boundaries fell within the census tract boundaries, however this was not always the case. The instances in which the school boundary fell outside the census tract boundary are few, and have, for the purpose of this study been neglected.

Using the social mean scores as the ranking criterion, the schools of the Edmonton Public and Edmonton Separate systems were then ranked. The bottom one third of the schools were designated "low", the upper third were designated "high" and the remainder, representing the middle portion of the sample were designated as "medium" in socioeconomic status. For the Edmonton Public Schools there were 15, 15, and 14 schools in each of the low, medium and high categories. Within the Edmonton Separate School system, ten schools fell into the low category, nine into the medium category and nine into the high category. One school was then randomly selected from each of these groups. Table 5 lists the schools participating in the study according to their socioeconomic level.

Map 1 indicates the location of the schools within the census tracts of the City of Edmonton.





Table 5  
Socioeconomic Level of Schools Participating  
in the Study

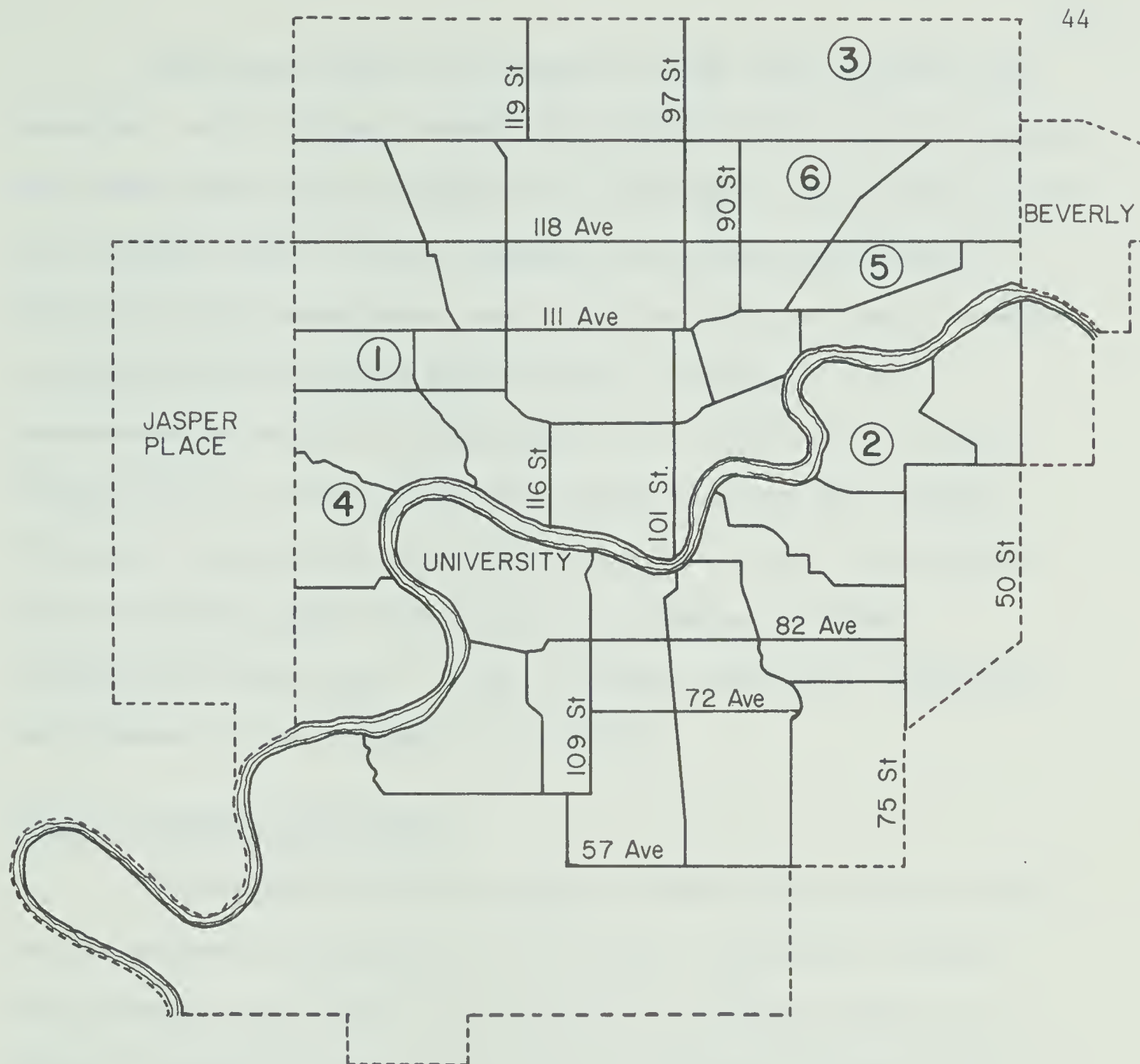
School System	School	Social Rank (Socioeconomic Level)	N (Students)
ESSB*	St. Vincent	high	52
ESSB	St. Kevin	medium	51
ESSB	St. Cecilia	low	61
EPSB**	Parkview	high	53
EPSB	Highlands <sup>1</sup>	medium	53
EPSB	Eastwood	low	60

\* Edmonton Separate School System

\*\* Edmonton Public School System

<sup>1</sup> Highlands school represented the second choice for the EPSB "medium" rank schools. King Edward school had been the first random selection however it was eliminated from the sample for reasons previously given.





SOLID LINES DELIMIT THE  
1961 CENSUS TRACTS OF  
EDMONTON.

BEVERLY AND JASPER PLACE  
WERE CENSUS TRACTS IN  
1961.

- 1 St. Vincent
- 2 St. Kevin
- 3 St. Cecilia
- 4 Parkview
- 5 Highlands
- 6 Eastwood

Map 1. Census Tracts of Edmonton, Beverly and Jasper  
Place: 1961



Within each school two classes of grade seven students were required. At St. Vincent school only two grade seven classes existed, thus they automatically became part of the sample. At Parkview school and Highlands school the two classes to be tested were randomly selected by the investigator from a group of six grade seven classes at Parkview and four grade seven classes at Highlands. For administrative reasons the principals of St. Kevin and St. Cecilia selected the two classes which would participate at their schools. Since only two grade seven classes at Eastwood school were eligible for the student sample they automatically became the sample representing their school. Table 6 provides statistical information with respect to the students in the sample.

#### Sample of Mothers and Fathers

The mothers and fathers tested in this study were the parents of the students participating in the study. The mothers, fathers and guardians were asked to participate on a voluntary basis. It should be noted here that during the data collection phase of the study a problem, previously unanticipated, arose. A small number of students (less than 8%) were, for various reasons entrusted in the care of guardians other than their mothers and fathers. It was decided to incorporate data collected from female guardians under the category of mothers because legally this individual acts on behalf of the child as a mother. Data from male guardians was treated in the same manner and processed as fathers' opinions.



Table 6

## Statistical Data: Student Sample

	Number of Students
School System Attended	
Edmonton Separate School Board	164
Edmonton Public School Board	166
Sex of Students	
Boys	169
Girls	161
Socioeconomic Rating	
high	105
medium	104
low	121

Table 7

## Statistical Data: Parent Sample

School	Number of Students	Mothers n	Participating %*	Fathers n	Participating %*
St. Vincent	52	32	61.5	24	46.2
St. Kevin	51	42	82.4	32	62.7
St. Cecilia	61	45	73.8	37	60.7
Parkview	53	36	67.9	35	66.0
Highlands	53	46	86.8	32	60.1
Eastwood	60	48	80.0	38	63.3
Total	330	249	75.5	198	60.0

\* These percentages have been calculated assuming that the number of mothers and fathers eligible is equal to the number of students participating. Such was not always the case because the parents of some students were deceased or not living with the students.





Table 7 provides statistical information with respect to the parents who participated in the study. Returns were received from 75.5% of the mothers and 60.0% of the fathers.

### Sample of Teachers

The sample of home economics teachers used for this study included all the teachers listed on "Home Economics Teachers in Alberta 1968-69" who were teaching in Alberta schools. This list, drawn up in the fall of 1968 from information received by the office of the provincial supervisor of home economics included the names of 395 teachers of home economics in the province. Table 8 indicates the response received from these teachers. While 347 or 87.59% of those contacted replied, only 314 or 79.49% of the opinionnaires could be utilized. The large number of unusable tests can be accounted for by the omission of essential items, incompleteness, or late receipt. (Opinionnaires received after July 12, 1969 were not included in the sample.) Some home economics teachers did not wish to participate because they lacked experience teaching junior high school students, and did not feel capable of judging their needs. A few teachers were no longer teaching and could not be contacted through their school address. Table 9 indicates the number of years of university education completed by the sample. The majority of teachers (48.2%) had completed four years of formal training. With respect to years of experience teaching home economics, the largest group of respondents, 29%, had two or less years of experience. Only two teachers had no experience teaching



Table 8

Teachers Responding to the Interests in the  
Home and Family Opinionnaire

	n	%
Replies received	347	87.59
Incomplete or unusable opinionnaires	33	8.10
Usable opinionnaires	314	79.49

Table 9

University Education Completed by Teacher Sample

Years of University Education Completed	n	%
One	18	5.8
Two	47	14.9
Three	38	12.2
Four	152	48.2
Five or more	59	18.8

Table 10

Grade Eight Home Economics Teaching  
Experience of Teacher Sample

Years of Experience Teaching Grade Eight Home Economics	n	%
Two years or less	91	29.0
Three to five years	74	23.6
Six to ten years	70	22.3
Eleven or more years	77	24.6
None	2	0.6



eighth grade home economics. 76.8% of the participants were engaged in teaching at this level at the time of the survey. Table 10 presents detailed information with respect to the experience of sample.

#### DATA COLLECTION

The design of the study required that data collection be conducted in two phases. Phase one would test the home economics teachers through the mail, and phase two would test students in the school situation and include the distribution of opinionnaires to their parents. The collection of data took place in late May and throughout June of 1969.

##### Data Collection from the Teacher Population

The first phase of data collection involved the mailing of an opinionnaire, covering letter and stamped, return envelope to each active home economics teacher in the province. The permission of the provincial supervisor of Home Economics Education and the Superintendent of each school division, district, and county in the province where home economics was taught was obtained before the mailing took place. Two weeks later a reminder letter was sent out to those teachers who had not returned their opinionnaires. One week thereafter another reminder, consisting of a covering letter, new opinionnaire, and stamped, return envelope was mailed out to those who still had not replied. Sample copies of each of these letters appear in Appendix B.



### Data Collection from the Student and Parent Population

Phase two of the data collection involved the collection of data from students and their parents. The investigator personally administered the tests to the student participants. Table 11 shows the schedule for collecting data from the students.

In order to eliminate the bias that a preconceived concept of home economics might cause, it was decided not to inform the students and parents that this was a home economics study. Students were simply told that this was an opinionnaire associated with a course studied in grade eight, and that the investigator was interested in determining what students felt they needed to study about the home and family. Subjects were not provided with any details of the study so as to avoid giving even indirect clues as to the researcher's anticipated use of data. They were unaware of the fact that the opinionnaire consisted of five subtests. These precautions were taken so as to avoid what Sherif (1965, p. 70) describes as the tendency of the participants to behave in line with projections and expectations of the researcher, in a fashion beyond that which could be attributed to chance alone. This policy was maintained at all schools except Parkview where minor deviations from the stated instructions for administration occurred.

At the time of testing each student was given Form C of the opinionnaire and a 'package' containing the covering letter to the parents and Form's M and F of the opinionnaire. Form C was completed in class time after the investigator gave the instructions





Table 11

## Testing Schedule for Student Population

Date	School
May 21, 1969	St. Vincent
May 22, 1969	Eastwood
May 26, 1969	Highlands
May 28, 1969	St. Kevin
May 30, 1969	Parkview
June 3, 1969	St. Cecilia



and procedures to be followed. Students were instructed to take the 'package' home to their parents (guardians) and return Form's M and F to school within two days, even if they had not been completed. No attempt was made to match the responses of the students to those of their parents.

Parents participation was optional, but those who did not wish to participate were asked to sign the covering letter, and have their child return it to school. Students from each class were appointed to supervise the collection of parents' opinionnaires and encourage their classmates to comply with the instructions. In addition, the home room teachers were given a letter (Appendix B) providing information about the study and seeking their assistance in the return of the forms.

#### TABULATION OF DATA

Upon completion of data collection each opinionnaire was assigned an identification number. The responses indicated were transferred on to optical score sheets to facilitate card punching. In transferring the data five internal accuracy checks were made on each instrument, and complete checks were conducted on randomly selected opinionnaires in order to assure complete accuracy. Data cards were then punched from the optical score sheets. The responses on these cards were uncoded and reordered under a special program developed for this study by the Division of Educational Research Services, Faculty of Education, University of Alberta.



The scores obtained by every individual on each of the five subtests were calculated by computer. New cards were punched (by computer) recording these subtest scores in anticipation of further statistical treatment of the data.



## Chapter 4

### STATISTICAL PROCEDURES, RESULTS, ANALYSIS AND DISCUSSION

#### INTRODUCTION

In an attempt to determine the needs of grade eight students in home economics a survey was conducted by administering a 75 item opinionnaire to a heterogeneous population of students, their parents and teachers. The data on returns from 330 students, 249 mothers, 198 fathers and 314 teachers was analyzed. Each questionnaire was machine scored and five subscores, one for each of the following areas were determined: (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, (5) family economics and home management. The subtest scales were constructed parallel in nature with a maximum number of forty-five points that could be obtained for any one section. The subscores of the participating sample were used as a basis to compare intra and inter group perception of the needs of students in home economics.

This chapter presents information in two sections: (1) statistical procedures and (2) experimental results with discussion. The first part contains a description of the statistical methods used and a discussion of the basis upon which the various decisions regarding data analysis were made. The last part presents the experimental results of each hypothesis with relevant data and graphs together with a discussion of these results.





## STATISTICAL TREATMENT OF THE DATA

### The General Statistical Approach

The data were analyzed by means of IBM 360/67 programs from the Division of Educational Research Services at the University of Alberta. The means, standard deviations, and KR 20 coefficients were determined with the use of the DEST 02 program (Precht, Muir, 1968). A two way analysis of variance with repeated measures on the subtest factor was carried out using the ANOV 23 program (Bay, 1968) of the DERS Library. This procedure was used to determine whether the subtest means of the sample variables differed significantly between subtests and between participants. The two way factorial design with repeated measure is described in Winer (1962, Chapter 7) and Kirk (1968, Chapter 8).

### Statistical Method of Data Analysis

The repeated measures analysis of variance model was selected as the means of determining (1) if the subtest means of the sample subgroups differed significantly and (2) if the subtest means themselves differed significantly from each other. This procedure is based on the premise that the total variability of a set of scores from several groups may be divided into two parts (Spence, 1968), (1) the variability of subjects within each group and (2) the variability between the different groups. The variability of scores from the mean of the given group is called variability within groups while the variability of the group's



mean from the mean of the total sample is called the variability between groups. The analysis of variance procedure provides (Spence, 1968),

"an objective criterion for deciding whether the variability between groups is large enough in comparison with the variability within groups to justify the inference that the means of the populations from which the different groups were drawn are not the same (p. 15)".

Interpretations of significance were determined on the probability value "p". A value of "p" less than 0.05 ( $p < 0.05$ ) was interpreted as being significant; that is the null hypothesis is rejected because differences exist between or among subgroups or subtest scores. A value of "p" greater than 0.05 was interpreted as being non-significant, and the null hypothesis is not rejected.

Analysis of variance as a statistical procedure is based on the following assumptions: (Kirk, 1968, p. 43)

1. Observations are drawn from normally distributed populations.
2. Observations represent random samples from populations.
3. Population error variances are equal.
4. The numerator and denominator of the F ratio are independent.

Ferguson (1959) and Winer (1962) both indicate that these assumptions are robust, that is the results should not be affected by reasonable departure from normality and homogeneity. Pearson (1931) demonstrated that a population of scores can depart from the normal distribution in terms of either skewedness or kurtosis and still not affect the F distribution appreciably. Furthermore, Kirk (1968) indicates that "unless the departure from normality is so extreme that it can



be readily detected by visual inspection of the data, the departure will have little effect on the probability associated with the test of significance" (p. 61). The assumption of homogeneity of population error variances when violated for samples of unequal size, however, can result in a marked effect on the test of significance. Although the design of this experiment does not meet the requirement of equal cell frequencies precisely, the samples are approximately equal in size. For example, the range of N's for the first hypothesis is 198 to 330. This represents the largest difference in sample size. The range of N's decreases for each of the other hypotheses being tested. In addition the homogeneity of variance assumption cannot be tested directly in a repeated measures study because the error variances are correlated due to the fact that the same individual completed each of the five subtests.

#### Repeated Measures Analysis of Variance Design

The repeated measures design is necessary for this study because the data collected by the opinionnaire yields five scores (measures) from the same subject. Factorial experiments in which the same experimental subject is observed under more than one treatment condition (i.e. the five subtests) require different approaches to compensate for experimental errors which are considered to be correlated (Winer, 1962, p. 298). The multifactor experiment with repeated measures on the same elements is appropriate for this experiment since there are (Kirk, 1968):

"two or more treatments, with each treatment having two or more levels, that is "p" levels of A which is



designated as a between block or nonrepeated measurements treatment and "q" levels of B which is designated as a within block, or repeated measures treatment where "p" and "q" are  $\approx 2$  (p. 245)."

A fundamental reason that the two way analysis of variance design is appropriate for this study is the nature of the subtest scale. The range of scores for the B variable is zero to forty-five on each of the subtests. Thus it is logically sound to compare the means of the subtests for various groups of individuals since the maximum score for each subtest is the same. Since the same subjects respond to each subtest, however, it is expected that the errors of measurement would be correlated.

A characteristic of designs having repeated measures on one factor is that the variance-covariance matrix departs from the required form. The "q" x "q" repeated measures dispersion matrix does not have all diagonal elements equal to  $\sigma^2$  (variance). The repeated measures model does have the limitation of failing to consider the sequence of carry-over effects in which the administration of one level affects performance on subsequent levels. This was overcome for the present study by combining the five subtests into one comprehensive opinionnaire and administering it during one testing period.

### Main Effects and Interaction

The combined effect of two variables can be evaluated simultaneously by means of a factorial experiment. Information obtained from this type of procedure is more complete than that







obtained from a series of single factor experiments in the sense that factorial analysis permits the evaluation of interaction effects (Winer, 1962, p. 140). This effect is attributed to a combination of variables above and beyond that which can be predicted from variables considered individually. Three kinds of information about the results of a double classification experiment are obtained (Spence, 1968 and Kirk, 1968):

1. The Main Effects of A

The effects of the subtest means on the different groups of respondents (conditions of variable A) independent of variations in B (subtest conditions).

2. The Main Effects of B

The effects of the different conditions of the variable B (subtests) independent of variations in A (groups of subjects).

3. Interaction

The joint effects of variables A and B, that is the transposition (interchange) of the variability of the groups of subjects with the subtests. The term "interaction" means that one treatment behaves differently under different levels of the other treatment.

The comparisons made between treatment combinations at different levels of the participants' factor involve differences between groups as well as differences associated with this factor (Winer, 1962, p. 299). For a repeated measures factorial design with repeated measures on factor B comparisons between groups at different levels of factor A involve differences between participants (between group variability) as well as differences associated with factor A. Winer (1962, p. 299) points out this confounding. Comparisons between different levels of factor B



(subtests) at the same level of factor A (participants) do not involve differences between groups, whereas treatment combinations at different levels of factor A involve both differences between groups as well as differences associated with factor A. For this reason the main effects associated with A are said to be confounded. For example, if factor A is the student and the school system attended is used as a basis for categorizing the scores into levels, then it is impossible to determine if the resulting main effects are due to differences related to the school system attended or differences between the students themselves. The existence of this phenomenon is known as confounding. The main effects of factor B and the interaction of AB are free from such confounding. According to Kirk (1968) "a confounding scheme in which a treatment is confounded with blocks does not affect the interpretability of the treatment effects, only the precision of the estimate (p. 247)". Tests on B and AB are generally considered to be much more sensitive than tests on A (Winer, 1962, p. 299). The absence of a confounding factor reduces the uncontrolled sources of error variance.

The experimental design may be represented schematically as in Table 12. The symbol G1 represents the scores of the first group of "n" subjects on each of the subtests. The symbol G2 represents the scores of the second group of "n" subjects while the symbols G3 and G4 represent the scores of the third and fourth groups respectively. The subjects are observed under all levels of the B factor (subtests), but only under one level of factor



Table 12

## Format of the Factorial Design

Levels of B Factors (subtests)	B1 Housing	B2 Foods and Nutrition	B3 Textiles and Clothing	B4 Human Development and the Family	B5 Family Economics and Home Management
Levels of A Factors (subjects)					
A1 Students	G1	G1	G1	G1	G1
A2 Mothers	G2	G2	G2	G2	G2
A3 Fathers	G3	G3	G3	G3	G3
A4 Teachers	G4	G4	G4	G4	G4



A (participants). The number of groups of subjects under factor A varies according to the hypothesis being tested. The example presented in Table 12 is in accordance with the design of the first hypothesis. The number of variables in the B factor, representing the subtests remains constant at five throughout the present study and is designated as follows:

B1 - housing

B2 - foods and nutrition

B3 - textiles and clothing

B4 - human development and the family

B5 - family economics and home management.

#### Graphic Representation of Interaction

Plots of the mean scores are useful for comparing the direction of the effects of variations in A and B (Spence, 1968, p. 180). Spence, (1968) cautions that the usefulness of such graphs is limited to determining how the variables combine. When the curves resulting from a plot of the means of the groups are parallel, that is, the magnitude of the effects of one variable is constant over all conditions of another variable, the variables are said to combine in an additive fashion. If the F ratio is not significant we accept that the variables combine additively. Conversely, when the F ratio for interaction between variables is significant, the variables combine non-additively. In the instance of a non-additive relationship the plots of the means cannot indicate the precise nature of the relationship. A further caution





regarding the usefulness of plots of the means involves the information from which the geometric representations are derived: the mean scores are the sole basis upon which the graphic plots are developed, and as such, their exclusive use represents only one aspect of the complete data, thus depicting an incomplete illustration of the results. Such gross simplification of the data represents only a limited phase of the overall outcomes and interpretations of the plots must be made with this shortcoming in mind.

#### FORMAT FOR REPORTING RESULTS

The procedure generally used for presenting a summary of two-way analysis of variance results will be utilized. This procedure is:

1. Presentation of hypothesis being tested together with tables showing the means and standard deviations of the relevant variables.
2. Presentation and interpretations of the associated summary of analysis of variance table. The following symbols are used with their usual meanings (Spence, 1968):

SS    sums of squares of deviations

df    degrees of freedom

MS    means squared

F    F ratio

p    probability

3. Examination of interaction effects (if any). Graphic presentation and interpretation will follow if AB interaction is significant.



All hypotheses except the second hypothesis will be tested for significant differences in this manner.

## RESULTS, ANALYSIS AND DISCUSSION OF RESULTS

The aim of this study was to determine whether or not there exist any distinct associations between the opinions expressed by students, parents and teachers (as measured by the subtest scores) as to what subject matter should be incorporated into the home economics curriculum. The results of the data analysis will now be presented.

### Hypothesis 1

There are no significant differences in the home economics needs of grade eight students as expressed by (1) students, (2) their mothers, (3) their fathers and (4) home economics teachers.

Table 13 presents the subtest mean scores and standard deviations while Table 14 presents the summary of analysis of variance for students, their mothers, their fathers and teachers on the five subtests. The AB interaction, the A main effects and the B main effects are statistically significant ( $p < 0.001$ ).

The AB interaction is significant ( $p < 0.001$ ). This means that variable A (students, their mothers, their fathers and teachers) behaves differently under different levels of the subtests. That is, the subtest mean scores are sufficiently distinct over each of the participant factors to be classified as being statistically significant. Whenever interaction is significant it is not possible



Table 13

Means and Standard Deviations:  
Subtests and Scores of Students, Mothers, Fathers, and Teachers

Subtests	B1		B2		B3		B4		B5	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
A1 Students	17.91	7.77	19.40	8.15	18.45	8.09	23.67	9.52	24.92	9.13
A2 Mothers	17.14	8.59	21.76	8.74	20.95	8.22	30.24	8.70	30.86	8.98
A3 Fathers	17.05	8.42	21.06	8.42	20.12	7.71	29.44	8.10	30.37	8.46
A4 Teachers	9.82	5.95	23.77	6.49	24.17	6.65	25.92	8.56	25.55	8.40

Table 14

Summary of Analysis of Variance:  
Students, Mothers, Fathers and Teachers by Subtest

Source of Variance	SS	df	MS	F	p
Between subjects	265976.0	1090			
'A' main effects (subjects)	9596.9	3	3198.9	13.6	<0.001
Subjects within groups	255866.0	1087	235.4		
Within subjects	242078.0	4364			
'B' main effects (subtests)	110236.0	4	27559.0	1129.6	<0.001
'A' x 'B' interaction	24246.9	12	2020.6	82.9	<0.001
'B' x subjects within groups	106079.0	4348	24.4		



to generalize over all subtests and subjects. That is, the results of the A and B main effects can be reported and discussed, however they ~~should~~ not be the basis for generalizations. Tests on simple main effects, rather than direct tests on main effects would be called for (Winer, 1962, p. 310) in the instance of a regular two-way analysis of variance. However, in a repeated measures design this is not possible due to confounding.

On the basis of the foregoing analysis of data, the first hypothesis, that there are no significant differences in the home economics needs of grade eight students as determined by (1) students, (2) their mothers, (3) their fathers and (4) teachers is rejected. There are significant differences as to how these groups perceive, as a unit, the existence of the needs that encompass the subject of home economics.

The differences between the mean scores obtained by students, their mothers, their fathers and teachers on each of the subtests are significant at a probability level of less than 0.001 (A main effects). The range of mean scores for students is from 17.91 (on the housing subtest) to 24.92 (on the family economics and home management subtest). Students scores are lower than the scores of the other participant groups in all areas except housing. Mothers and fathers perceive home economics needs to be similar in that the scores they received on a given subtest are similar. Parents tend to rate the areas of family economics and home management and human development and the family at least 3.52 points higher than





the closest score (teachers) for the same areas. The range of subtest means for parents is 17.05 to 30.86 out of a possible 45 points. The range of scores for teachers (9.82 to 25.92) represents the greatest difference between the highest and lowest scores. These differences indicate that the groups tested disagree as to the degree of need in each area of home economics.

An examination of B main effects (subtests) indicates that the differences between the mean scores obtained by the four groups on each of the subtests is also significant ( $p < 0.001$ ). The subtest of housing received the lowest mean scores as designated by all four groups of participants ( $\bar{X}$ 's range from 9.82 to 17.91). The foods and nutrition and textiles and clothing subtests showed similarities at each level of A. The range of scores for the former is 19.40 to 23.77 while the corresponding scores for the latter range from 18.45 to 24.11. Interaction also occurs between the areas of family economics and home management ( $\bar{X}$ 's range from 24.92 to 30.86) and human development and the family ( $\bar{X}$ 's range from 23.67 to 30.24). These two areas have the highest mean scores for all four groups. The difference between the mean scores for each subtest indicates that a system of priorities for the five home economics need areas seems to exist.

Discussion of Results: Hypothesis 1. From Table 12 it is noted that the mean score of students on each subtest falls below that of the other groups. The exception is mothers', fathers' and teachers' viewpoints regarding housing.



Parents and teachers tend to see student needs as being greater than students themselves feel them to be. It could be that parents and teachers have a natural tendency to set higher standards for students than students would determine for themselves. Similarly, parents and teachers may hold greater expectations for the youngsters than the youngsters have for themselves.

Since the AB interaction is significant Figure 1 presents a plot of the means of the four groups. Three distinct groupings are evident. The perception of home economics needs in the categories of human development and the family and family economics and home management are almost congruent. Furthermore, these subtests have the highest mean scores indicating the areas of greatest need by all four groups of participants. An examination of the topics of human development and the family and family economics and home management reveals that they have two basic elements in common. Primarily, they involve studies which fall into the affective domain as opposed to the knowledge or psychomotor domains of the taxonomy of educational objectives in that the objectives of these two concept areas emphasize "a feeling tone, an emotion, or a degree of acceptance or rejection" (Krathwohl, 1964, p. 7). Decision making in these subject areas is not based on scientific facts, but rather on a non-resolutive basis. That is, there are no 'right' or 'wrong' answers. Values, personal situations and individual preferences form the primary foundation for making such decisions, and it is unlikely that two



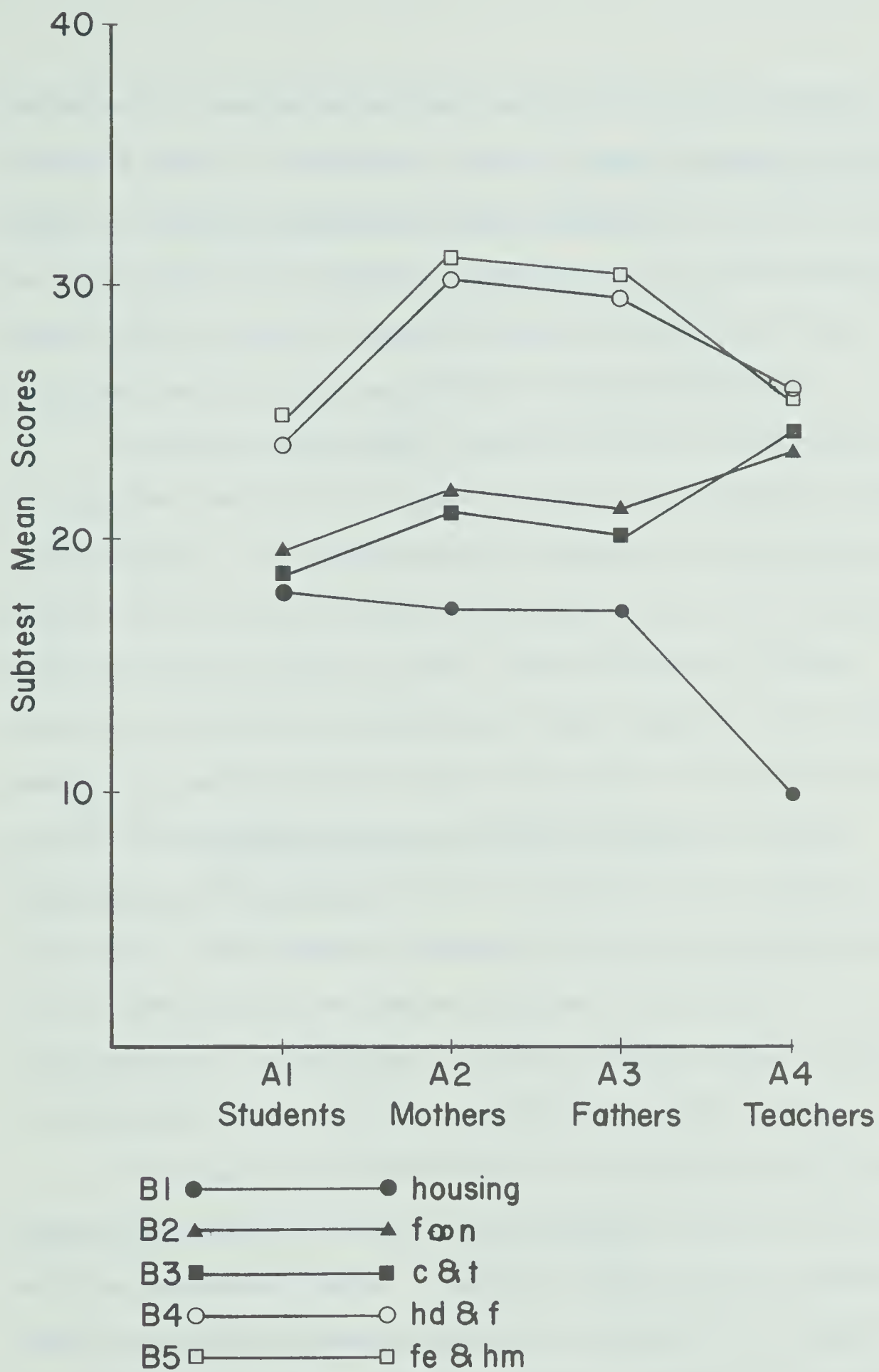


Figure 1. Comparison of Subtests Mean Scores.



individuals in similar situations would solve their problems in an identical manner. Furthermore, because human development and the family and family economics and home management are value oriented, the topics tend to be somewhat intangible and are more difficult to resolve (that is reach an understanding or a decision) on an individual basis without assistance or previous experience.

A second common element shared by both of these subject areas is that they have been the center of controversy regarding educational responsibility. Fifty years ago the teaching of these topics was deemed to be a task to be carried on exclusively by the family. Today the picture is not as clear. There has been a growing tendency to relegate the teaching of these concepts to the educational system. The participants in this study appear to be supporting the position that family economics and home economics and human development and the family should be included in the school's curriculum. The tremendous changes in society have brought about the re-allocation of the responsibilities of the family. The implications of the evolution of roles of family members may help to explain why these two areas received the highest rankings.

The graphic representations of requirements in the fields of foods and nutrition and textiles and clothing resemble each other and form the second cluster. These two subject areas represent the traditional areas of home economics as a discipline of inquiry. Basically these two concepts are founded on scientific principles and tend to deal with concrete things or objects. The results of





this survey seem to indicate that the curriculum should assist students to increase their learnings in these areas. These topics could be included as requirements in Havighurst's (1952) developmental tasks of adolescence. It is at this stage of their lives that youngsters are beginning to purchase and prepare simple foods and meals, and select, purchase or construct their own clothing at a level which seems to demonstrate their independence from their parents.

The third aspect of the graph represented by housing forms the other cluster. The scores of this subtest are the lowest of every group when compared to the other need areas. Teachers particularly, seem to regard the study of housing as being unnecessary for grade eight students. The needs of students at this age level tend to be present oriented, that is, they are inclined to identify with their immediate concerns as opposed to their future needs. The trends established by the housing subtest scores are in keeping with this concept. Students in their early adolescence are not normally confronted with the problem of making decisions related to housing. Furthermore, while Havighurst (1952) includes this topic among the developmental tasks of adolescence, he prefers to include housing at the high school and college level under the heading of "marriage and family life" (pp. 52-53).

Figure 2 presents the plot of mean scores for each area of home economics for each of the four groups of participants. The close relationship of needs as perceived by mothers and fathers is



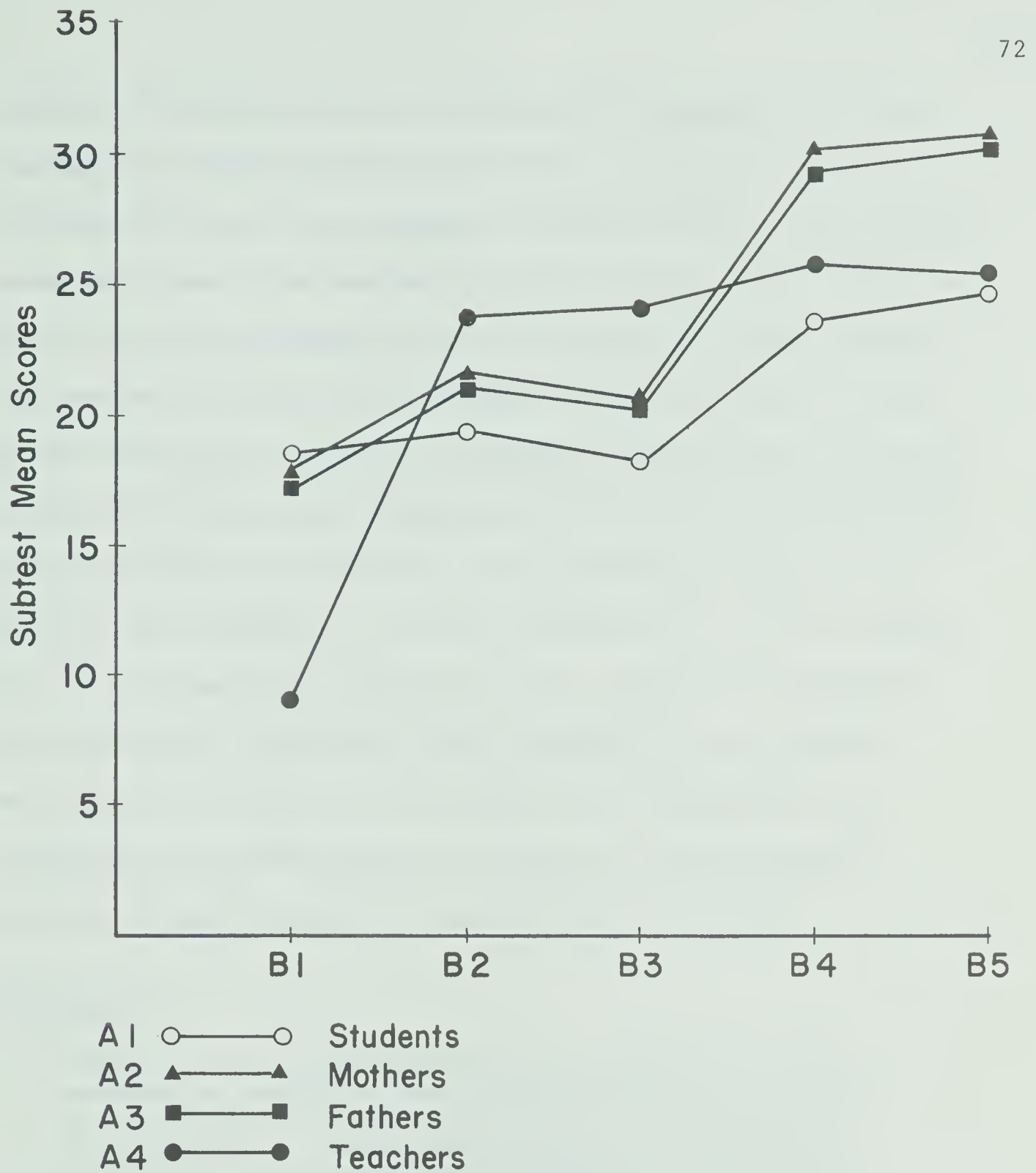


Figure 2. Comparison of Home Economics Needs as Expressed by Students, Mothers, Fathers and Teachers



evident. With the exception of viewpoints on housing, the line representing students perception of needs is roughly parallel to the parents' scores. The students' feeling regarding home economics needs were found to be similar in nature to the parents' viewpoints, but to differ in the degree to which they are felt to be required. The opinions of teachers do not appear to relate closely to those of the other groups tested. The apparent inconsistency of opinions between the student-parent sample and the teachers may be partially explained by the circumstances of the experimental design. The teachers were cognizant of the home economics nature of the survey, while the students and parents were not. Although the content of the opinionnaire represented valid, contemporary home economics educational philosophy, it is possible that teachers may have responded to the questionnaire by relying on the traditional concepts of home economics to formulate their judgments.

### Hypothesis 2

There are no significant differences in the rank order assigned to student's home economics needs in the areas of (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management, as perceived by students, their mothers, their fathers and home economics teachers.

Although the first hypothesis was not accepted because it was determined that significant differences exist in the participants perception of grade eight home economics needs, the second hypothesis will be tested because it utilizes only one specific



element of the data which may yield significant information regarding one portion of the data. Table 15 shows the order in which each subgroup ranked the five home economics needs subtests. This information was tabulated from the subtest mean scores shown in Table 13. The Spearman rank order correlation coefficient  $\rho$ , (Ferguson, 1959, and Spence, 1968) has been employed to determine the statistical significance of the rank order of perceived home economics needs. The following computational formula from Spence, (1968) was used (p. 129):

$$\rho = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

$N$  - the number of pairs of ranks

$d$  - the difference between a pair of ranks

The significance of  $\rho$  can be determined by assuming that there is no relationship between the ranks obtained on the pairs of variables. Then there is a specific probability value that a  $\rho$  as large in absolute value as the one obtained in a particular study could arise. Table E in Spence, (1968, p. 237) indicates that for  $N = 5$ ,  $\rho$  must equal 1.000 in order to be significant at the 0.05 level.

The data gathered in this study indicates that there is a statistically significant rank order correlation of home economics needs as perceived by students and mothers, ( $\rho = 1.00$ ,  $p < 0.05$ ) students and fathers, ( $\rho = 1.00$ ,  $p < 0.05$ ) and mothers and fathers, ( $\rho = 1.00$ ,  $p < 0.05$ ). The value of  $\rho$  for students and teachers, mothers and teachers and fathers and teachers, however, is statistically not significant. Although in each of the preceding





Table 15

Rank Order of Home Economics Needs as Perceived by  
Students, Mothers, Fathers and Teachers

Subtests	B1	B2	B3	B4	B5
Students	5	3	4	2	1
Mothers	5	3	4	2	1
Fathers	5	3	4	2	1
Teachers	5	4	3	1	2



cases the numerical value of  $\rho = 0.80$ , which seems quite large, it is not significant at the 0.05 probability level because it is based upon the relatively small N ( $N = 5$ ). It should be noted here that these results are inconsistent with the earlier, more sensitive findings based on the two-way analysis of variance.

On the basis of the foregoing analysis of data the second hypothesis, that there are no significant differences in the rank order assigned to each of the five fields of need in home economics as perceived by students, their mothers, their fathers and teachers is partially rejected. While there are no significant differences in subtest mean ranks among students, their mothers and their fathers significant differences do exist between the rank order as perceived by teachers and students, teachers and mothers and teachers and fathers.

Discussion of Results: Hypothesis 2. On a ranking basis the priorities assigned to each area of home economics by students, mothers and fathers are identical. This close relationship among the rankings of perceived needs suggests that parents in general are aware of their children's home economics requirements. The rank order determined by teachers perception varies only slightly from that of the other groups. This hypothesis cannot be accepted outright because the teachers' perception of ranked needs is not identical to those perceived by students and their parents. In comparing the rankings of the entire group, family economics and home management and human development and the family consistently



rank as either first or second. Foods and nutrition and textiles and clothing rank third or fourth, while housing always rated fifth. In general, there is a very high degree of agreement as to the hierarchy of perceived home economics needs.

Relationship of Hypothesis 1 to Hypothesis 2. The apparent conflict in results between the first and second hypothesis can be explained somewhat on the basis of the data which was employed to arrive at the results. Statistical analysis related to the first hypothesis assumed the data to be "interval" in nature in calculating the subtest means, the standard deviations and variance, and then subjecting it to a critical test (F ratio) to determine statistical significance and establish probability levels. The second hypothesis, somewhat akin to the graphic representations regards the data as "ordinal" in nature and results were established using the mean scores of each group on each of the subtests to rank home economics need areas for the second hypothesis. Generalizations based on interpretation of these results must be limited. Since the first hypothesis assumes that the judgments rendered to determine statistical significance have interval properties, it provides more powerful and sensitive results than the tests which are based on the ordinal assumption. (Note that an interval scale meets all the criteria of the ordinal scale plus the additional criterion of having an equal distance between each pair of numbers.)



### Hypothesis 3

There are no significant differences in the home economics needs perceived by eighth grade students which can be attributed to:

- a. socioeconomic levels: high, medium and low
- b. sex
- c. school system attended: Edmonton Public or Edmonton Separate

The statistical procedures utilized for data analysis of this hypothesis are similar to those used for the first hypothesis and are documented earlier in this chapter. The repeated measure analysis of variance procedure was used to determine the statistical significance of the mean scores. The A variable represents three subdivisions of the student aspect of the sample. The number of A variables is three for the socioeconomic level, (low, medium and high) and two each for the sex, (male and female) and school system attended (Edmonton Public and Edmonton Separate). The subtest scores numbering five, and representing the five major areas of home economics studied are the B factor of the repeated measures design. The results will be discussed in three sections: socioeconomic level, sex and school system attended.

Hypothesis 3a: Students' socioeconomic level. The results of the socioeconomic level of the students by subtest are presented in Table 16 and the summary of analysis of variance is found in Table 17. The B main effects did not attain significance at the 0.05 level. The AB interaction and the A main effects (socioeconomic





Table 16

Means and Standard Deviations:  
Students' Socioeconomic Level by Subtest

Student's Socio- economic Level	Subtests		B1		B2		B3		B4		B5	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
A1 low	18.17	7.73	19.94	7.81	18.80	7.80	24.06	9.54	24.95	9.13		
A2 medium	17.60	8.37	18.40	8.12	17.86	8.07	22.43	9.55	23.00	9.11		
A3 high	17.76	7.20	19.50	8.36	18.45	8.40	24.25	9.40	25.95	8.98		

Table 17

Summary of Analysis of Variance:  
Students' Socioeconomic Level by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	85298.4	329			
'A' main effects (socioeconomic level)	131.7	2	65.9	0.3	0.77
Subjects within groups	85172.6	327	260.5		
Within subjects	47916.8	1320			
'B' main effects (subtests)	13207.9	4	3302.0	126.3	<0.001
'A' x 'B' interaction	237.8	8	29.7	1.1	0.33
'B' x subjects within groups	34184.3	1308	26.1		



level), however, were found to be significant at the 0.05 level. The differences between subtest scores as perceived by the low, medium and high socioeconomic groups is not statistically significant (A main effects). This seems to suggest that the perception of needs in home economics does not vary significantly among the three socioeconomic levels. It may also indicate however, that the socioeconomic levels are not distinct. Students from these social classes appear to have a common perception of their requirements in the five areas of home economics under study. The fact that differences between the subtest scores (B main effects) are significant seems to indicate that students are able to categorize their home economics needs, and furthermore, distinguish between the degree of need among the five subtest areas. This evidence parallels Barton's findings (1967) that students are able to identify and rank their health needs and interests. Hypothesis 3a, that there are no significant differences in the home economics needs of grade eight students which can be attributed to socioeconomic level is not rejected on the basis of the foregoing data.

Figure 3 shows the interaction of students' mean scores on the five subtests by their socioeconomic levels. The magnitude of the low, medium and high socioeconomic levels is almost constant over the B1, B2 and B3 variables. Students of low socioeconomic level see their needs in housing, foods and nutrition and textiles and clothing to be highest ( $\bar{X}$ 's range from 18.17 to 19.94) while students of medium socioeconomic level rank their needs in these



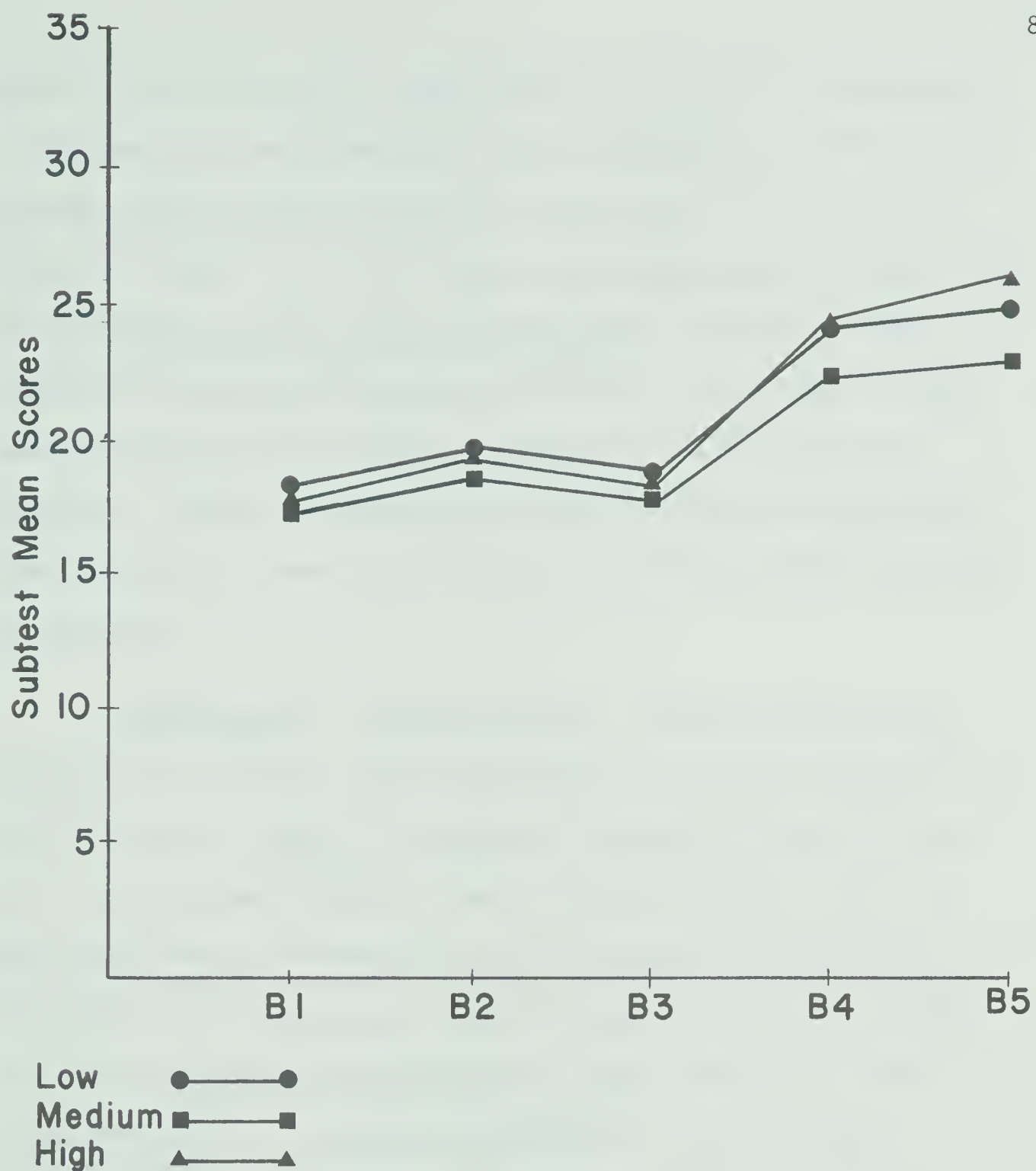


Figure 3. Comparison of Home Economic Needs of Students by Socioeconomic Level



areas as being lowest ( $\bar{X}$ 's range from 17.60 to 18.40), and students of high socioeconomic level rank their corresponding needs as being between the two previous groups ( $\bar{X}$ 's range from 17.76 to 19.50). There is a change over the B4 (human development and the family) and the B5 (family economics and home management) variables. The students of the high socioeconomic group see their needs in these areas as being greater than do students of a low socioeconomic community. The medium socioeconomic level students once again see their needs to be lower than those perceived by the other two groups of students.

Hypothesis 3b: Students by sex. The means and standard deviations of students subtest mean scores by sex are presented in Table 18 and the summary of analysis of variance is given in Table 19. The AB interaction, the A main effects, (students' sex) and the B main effects (subtests) are all statistically significant ( $p < 0.001$ ). The mean scores of girls range from 17.63 on housing to 25.69 on human development and the family. The boys' scores range from 15.11 on textiles and clothing to 24.23 on family economics and home management. An examination of the subtests (B main effects) shows that boys and girls are in total disagreement as to the hierarchy of their perceived needs in home economics. Girls assign top priority to human development and the family, then ranging down to the area of least need, the order of priority is family economics and home management, foods and nutrition, textiles and clothing and finally housing. The order of priorities assigned





Table 18

Means and Standard Deviations:  
Students' Sex by Subtest

Student's Sex	Subtests		B1		B2		B3		B4		B5	
	X	SD	X	SD	X	SD	X	SD	X	SD	X	SD
A1 M	18.09	7.88	16.89	7.83	15.11	7.46	21.62	9.07	24.23	8.69		
A2 F	17.63	7.65	21.86	7.56	21.84	7.20	25.69	9.55	25.49	9.48		
Combined	17.90	7.77	19.40	8.15	18.45	8.09	23.67	9.52	24.92	9.13		

Table 19

Summary of Analysis of Variance:  
Students' Sex by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	85298.4	329			
'A' main effects (student's sex)	4527.1	1	4527.1	18.4	<0.001
Subjects within groups	80771.6	328	246.3		
Within subjects	47916.8	1320			
'B' main effects (subtests)	13431.2	4	3357.8	139.1	<0.001
'A' x 'B' interaction	2759.6	4	689.9	28.6	<0.001
'B' x subjects within groups	31673.4	1312	24.1		



to home economics needs by boys is first, family economics and home management, second, human development and the family, third, housing, fourth, foods and nutrition and finally, textiles and clothing. On the basis of the foregoing presentation of results, Hypothesis 3b, that there are no significant differences in the home economics needs of grade eight students which can be attributed to the student's sex is rejected. Boys and girls perceive their needs in home economics to be significantly different.

The comparison of felt needs on the basis of student's sex (A main effects) indicates that boys and girls differ in their needs in home economics. The mean scores of boys are lower than those of girls in every instance except housing. For example, on the subtest human development and the family the boys' mean score is 21.62 while the girls' mean score is 25.69. Perhaps the differences in needs between boys and girls at this age level may be explained by the existence of male-female role patterns in our Canadian culture. Although there has been a trend in recent years for male and female roles to become similar, the similarity has not reached the point where these roles are completely inseparable. The home economics needs perceived by the boys are distinct and distinguishable from those perceived by the girls in this study. The range of scores for boys (range = 9.13) is greater than for girls (range = 8.06). This may imply that there is more diversity in the degree to which needs are experienced among boys than there is among girls. Girls' perception of their home economics needs, while generally higher



than boys', tend to be closely clustered, and to give the impression that the degree of need for each area is of similar intensity.

There is a significant difference between the mean scores of the students on the subtests (B main effects). The scores of boys in the areas of housing, foods and nutrition and textiles and clothing ( $\bar{X}$ 's range from 15.11 to 18.09) approximate the area of 'some need' when comparing the scores to the five response categories on the opinionnaire. (A score of 15 would indicate that on an average the category 'some need' was circled for each of the items relating to the particular subtest.) For the girls, the only score below twenty was that of housing ( $\bar{X} = 17.63$ ). The remaining girls' scores ranged from 21.86 to 25.69, representing a position between 'some need' and 'considerable need' on the data collecting instrument. Furthermore girls and boys are able to discriminate between content areas and to identify and rank their home economics needs. This result reinforces the corresponding findings based on the students' socioeconomic level.

The rank order of needs within the five areas also differs considerably (Table 20). These ranks have been derived using the subtest mean scores presented in Table 18. A Spearman rank order correlation coefficient (Spence, 1968) of 0.60 was found between the boys' and girls' perceived rank order of home economics needs. (The procedure and computational formula are described earlier in this chapter under the second hypothesis.) In order to be statistically significant,  $\rho$  for  $N = 5$  must equal 1.00. Therefore,



Table 20  
Rank Order of Home Economics Needs by Sex

Subtests Stud- ent's Sex	B1	B2	B3	B4	B5
M	3	4	5	2	1
F	5	3	4	1	2
Overall	5	3	4	2	1
Spearman $\rho = 0.60$					





the relationship between the male and female rank orders was found to be non-significant. Boys' requirements in family economics and home management were rated first while human development and the family needs were rated second. The reverse was true for girls. The male need to learn about housing ranks two positions higher than the corresponding female mean. Once again this may be explained, at least in part by the traditional male-female role patterns. Boys' and men's roles in the home tend to be related to the maintenance of the physical plant--the shelter or housing, while girls' and women's roles are related to conducting operations within the plant--that is cooking, cleaning and laundry.

Since there is a significant difference in the perception of needs in home economics between the girls and boys a graphic representation of the subtest mean scores is presented in Figure 4. The overall low level of male scores in relationship to female scores is evident. The difference is most obvious on the subtest scores of foods and nutrition and textiles and clothing. The role patterns as defined by sex may explain why female scores are higher on each of the subtests except housing, and hence indicate areas of greater need than the corresponding male scores. Two areas of need which approximate each other are housing and family economics and home management. Management of the home and family resources seems to be an area of joint male-female responsibility and this may in part explain the similarity between male and female subtest mean scores for this area. An explanation of the close relationship in



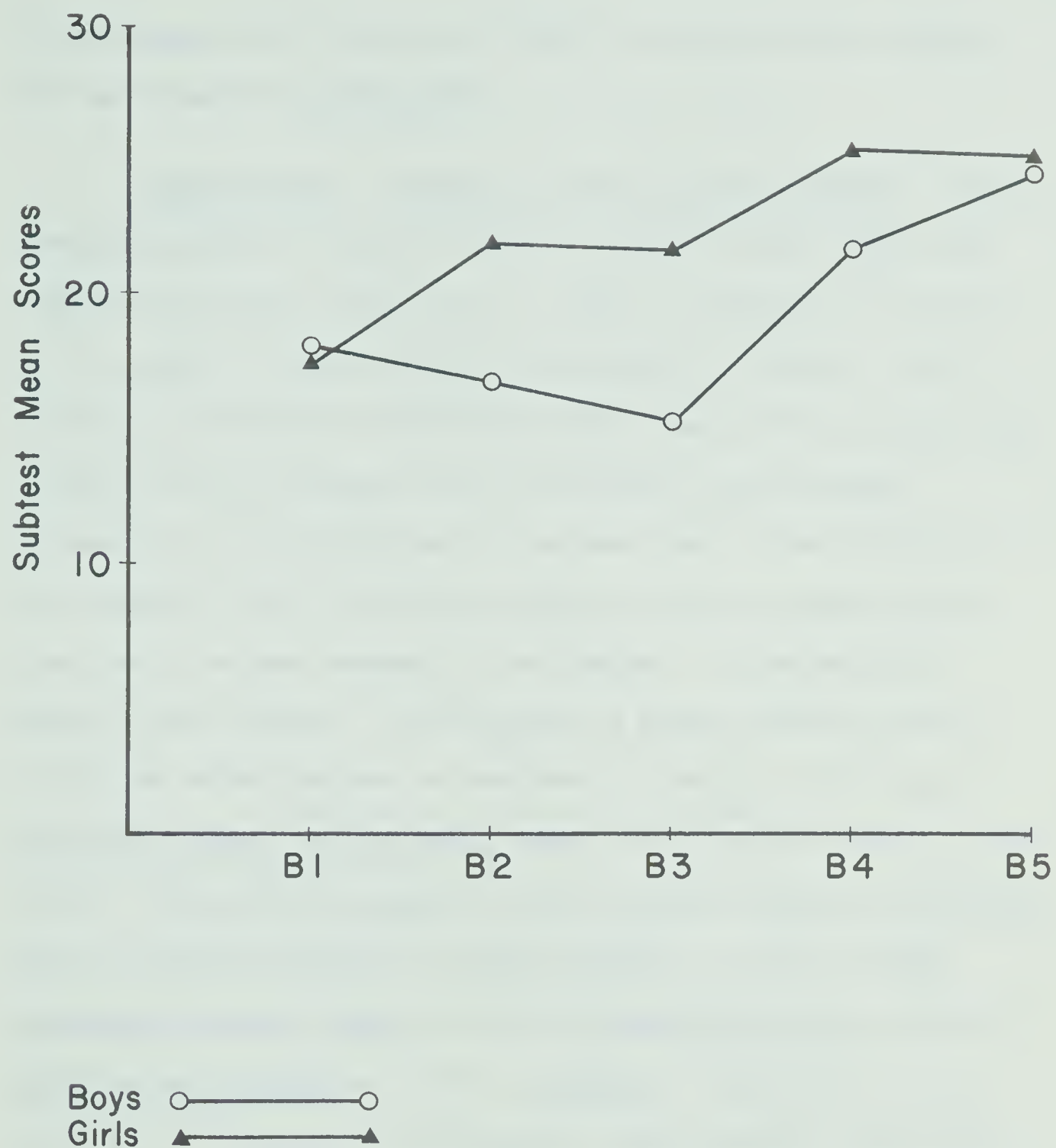


Figure 4. Comparison of Boys' vs. Girls' Perception of Home Economics Needs



the housing scores of males and females is somewhat more complex, and has already been discussed.

Hypothesis 3c: Students by school system attended. The results presented in Tables 21 and 22 report the mean scores and standard deviations along with the summary of analysis of variance of the student's school system of attendance by subtest. The AB interaction effect and the B main effects (subtests) are significant at the 0.05 level whereas the A main effects (school system attended) are non-significant at the same level. The students of the Edmonton Public and Edmonton Separate school systems perceive their needs in home economics to be similar. In comparing the means of each subtest, the difference in scores between students of the two school systems is less than 1.3 except in the area of human development and the family where the difference between means is 2.7. The priority assigned to home economics means is identical, first is family economics and home management, second is human development and the family, third is foods and nutrition, fourth is textiles and clothing and fifth is housing. Hypothesis 3c, that there are no significant differences in home economics needs which can be attributed to the school system which a student attends is not rejected.

A Spearman  $\rho$  (Spence, 1968) of 1.00 exists between the rank order of home economics needs for students of these two school systems. This is significant at the probability level of 0.05.



Table 21

Means and Standard Deviations:  
Students by School System Attended

School System Attended	Subtests	B1	B2		B3		B4		B5	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
A1 Edmonton Public	18.46	8.04	19.90	8.26	18.53	8.07	22.29	9.44	24.39	9.21
A2 Edmonton Separate	17.20	7.49	18.79	7.95	18.24	8.11	24.99	9.44	25.39	8.99

Table 22

Summary of Analysis of Variance:  
Students' School System Attended by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	85298.4	329			
'A' main effects (school system attended)	21.9	1	21.9	0.1	0.8
Subjects within groups	85276.3	328	259.9		
Within subjects	47916	1320			
'B' main effects (subtests)	13519.2	4	3379.8	132.4	<0.001
'A' x 'B' interaction	937.8	4	234.4	9.2	<0.001
'B' x subjects within groups	33495.6	1312	25.5		





While the range of mean scores for the Edmonton Separate school students (range = 8.19) is greater than the range for Public school students (range = 5.93) it is not possible to determine if this difference is the result of the school system attended. The presence of confounding (Winer, 1962) of the school system attended with the students themselves in the analysis of variance design for this hypothesis restricts interpretation of the results. It is not clear whether the resulting relationship between the A main effects is due to differences in the school system attended or to differences in the students themselves.

Since the overall AB interaction and the B main effects are significant, geometric representation of the subtest mean scores is undertaken in Figure 5. The points for variables B1, B2 and B3 indicate only a minor variation in magnitude between the Public and Separate school students. These variables are said to combine additively and simply re-enforce the idea that there may not be any significant differences between these groups of students. A slight variation in the perception of the intensity of needs in home economics can be discerned from the data. Public school students' needs over variables B1, B2 and B3 are greater than those of Separate school students, while Separate school students have greater needs than Public school students on variables B4 and B5. Because the study was limited to pupil samples from only two school divisions and considering the fact that the school district boundaries coincided, the findings are inconclusive.



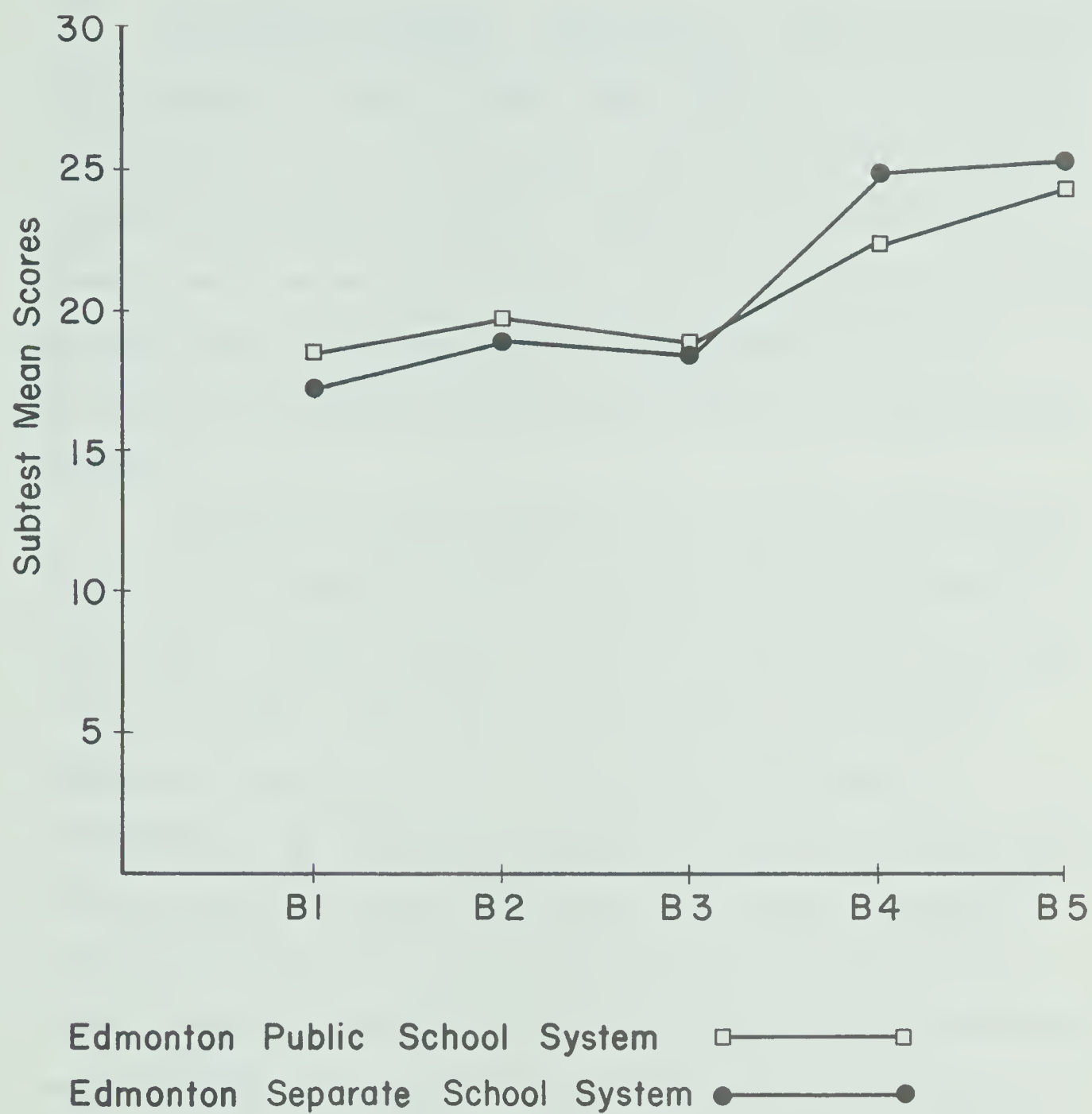


Figure 5. Comparison of Student Expressed Needs in Home Economics by School System Attended



Discussion of Results: Hypothesis 3. The third hypothesis, which compares the needs of grade eight students in home economics on the basis of their socioeconomic level, sex and school system attended was partially rejected. Significant differences were found to exist between the male and female perception of needs while no significant differences could be detected which could be attributed to a student's socioeconomic level or the school system attended.

Scholars have often suggested the use of the socioeconomic level and the community in which a student lives as a primary determinant for home economics curriculum (Hall, 1961, Coon, 1965, and Fleck, 1968). The results of this study tend to indicate otherwise, however the conflict can be resolved through an examination of the semantics involved. Scholars refer to specific content whereas it was the purpose of this survey to identify curriculum content areas, not specific content. This research found no significant differences in the perception of home economics needs as viewed by students of three socioeconomic levels and two school systems. The experimental results indicate that the use of common curriculum content (i.e. concepts and generalizations) would be in keeping with student needs. The specific subject matter, which the scholars refer to requires further investigation with reference to socioeconomic levels. Furthermore actual differences between socioeconomic levels within Edmonton may not be great enough to warrant the development of different curricula for various



communities because Edmonton could well be a reasonably homogeneous city without sufficient variation in wealth-poverty levels to make classification by socioeconomic levels a discriminating variable. That is there may not be enough difference between this city's low, medium and high socioeconomic levels.

This study indicates that males and females have significantly different needs in home economics at the eighth grade level. Students of this age group are in the developmental stage of puberty--a time at which they are sensitive to their sexuality (i.e. maleness and femaleness) and the role that society assigns to its male and female members. This concern may partially explain why the participants of this study rated these needs differently.

#### Hypothesis 4

There are no significant differences in the home economics needs of grade eight students when these needs are perceived by:

- a. mothers of participating sons and mothers of participating daughters
- b. fathers of participating sons and fathers of participating daughters
- c. boys, mothers of participating boys, and fathers of participating boys
- d. girls, mothers of participating girls and fathers of participating girls.

The data for this hypothesis was analyzed to obtain mean scores, standard deviations and measures of statistical significance in a fashion similar to the procedure used to test the first hypothesis. The F ratio and probability levels were determined using the two-





way repeated measure analysis of variance design with the five sub-test variables being the B factor of repeated measure in the sense that each subject responded to all five subtests. The A factor represents the various family groups and subgroups of the participants in this study, and varies in number according to the sub-hypothesis being tested. The design for testing hypothesis 4a (mothers by sex of offspring) and 4b (fathers by sex of offspring) consists of two factor A groups while the design for testing the two remaining sub-hypothesis have three factor A groups. The results for this hypothesis will be presented in four sections, one for each part of the hypothesis, followed by comments on their inter-relationships.

It should be noted here that some parents neglected to indicate whether they were completing the opinionnaire for their son or their daughter and thus had to be eliminated from this aspect of the study. This would account for the decreased number of mother (N = 22<sup>4</sup>) and father (N = 183) surveys utilized to obtain data relevant to this set of hypotheses.

Hypothesis 4a: Mothers' perception of home economics needs by sex of offspring. The means, standard deviations and summary of analysis of variance for mothers by the sex of their offspring is presented in Table 23 and Table 24. The overall AB interaction and the B main effects are significant at the  $p < 0.001$  level. The A main effects representing the sex of the offspring is significant at the probability level of 0.01 indicating that mothers tend to see the



Table 23

Means and Standard Deviations:  
Mothers by Sex Offspring

Sex of Mother's Offspring	Subtests	B1	B2		B3		B4		B5	
	X	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
A1										
Daughters	16.89	8.63	24.33	9.04	23.68	7.97	30.83	8.60	30.61	8.61
A2										
Sons	16.65	8.24	18.77	7.02	17.95	7.32	29.49	8.67	30.91	9.36
Combined	17.14	8.60	21.76	8.74	20.95	8.22	30.24	8.70	30.86	9.98

Table 24

Summary of Analysis of Variance:  
Mother-Daughter and Mother-Son by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	60325.1	224			
'A' main effects (sex of offspring)	1780.7	1	1780.7	6.8	0.010
Subjects within groups	58544.4	223	262.5		
Within subjects	55737.3	900			
'B' main effects (subtests)	34202.5	4	8550.6	386.4	<0.001
'A' x 'B' interaction	1913.3	4	478.3	21.6	<0.001
'B' x subjects within groups	19741.1	892	22.1		



needs of their sons as being slightly different from the needs of their daughters in the subject of home economics. On the basis of the data presented here hypothesis 4a, that there are no significant differences in the home economics needs of grade eight students as perceived by mothers of daughters versus mothers of sons is rejected. Mothers answering for their sons felt that boys had a lesser need to study foods and nutrition and textiles and clothing than mothers answering for daughters. Certainly basic understandings by both sexes in each of these subject areas are desirable, but they do not appear to be regarded as essential in mothers' viewpoints for their sons as they are for their daughters. The explanation for this position may be related to family roles. It is generally the woman's role to plan and prepare the family meals, and to purchase or construct and care for family clothing. While the trend in society is towards the convergence of the sex roles, it does not appear to have penetrated completely into the assignment of responsibilities within the home.

Needs in the areas of housing, family economics and home management and human development and the family, were perceived to be similar for both sexes. These three areas may represent aspects of modern living which it is necessary for both males and females to be familiar with in order to make wise decisions during the course of their lives. Decisions made in these areas tend to be of considerable magnitude and are somewhat binding on the individuals who make them. As each student matures, he will have



to make certain decisions, i.e. how to spend his money and where to live, irrespective of his sex. Mothers seem to be indicating that the need for boys to study (1) family economics and home management, (2) human development and the family and (3) housing is just as great as the need for girls to study these subjects.

Since the AB interaction is significant Figure 6 presents the graphic representation of mothers' perception of needs in home economics for their sons and their daughters. The distinctions made between the needs of sons and daughters in foods and nutrition and textiles and clothing is evident once more. The scores for females are ( $\bar{X}$ 's = 24.33 and 23.68 respectively) higher than the corresponding scores for males, ( $\bar{X}$ 's = 18.77 and 17.95 respectively). The similarity of needs in the three remaining areas is reiterated. Once again the apparent relationship might be explained in terms of societal expectations. Females are expected to carry out activities related to foods and nutrition and textiles and clothing on a greater scale than males. The plot of the subtest mean scores shows that the perception of boys' needs is somewhat less than the corresponding perception of needs for girls in all areas of home economics except family economics and home management. In the three areas of housing, human development and the family and family economics and home management the mean scores for needs as perceived for sons versus daughters are separated by less than one. These three areas seem to involve subject areas in which society expects both males and females to be equally competent.





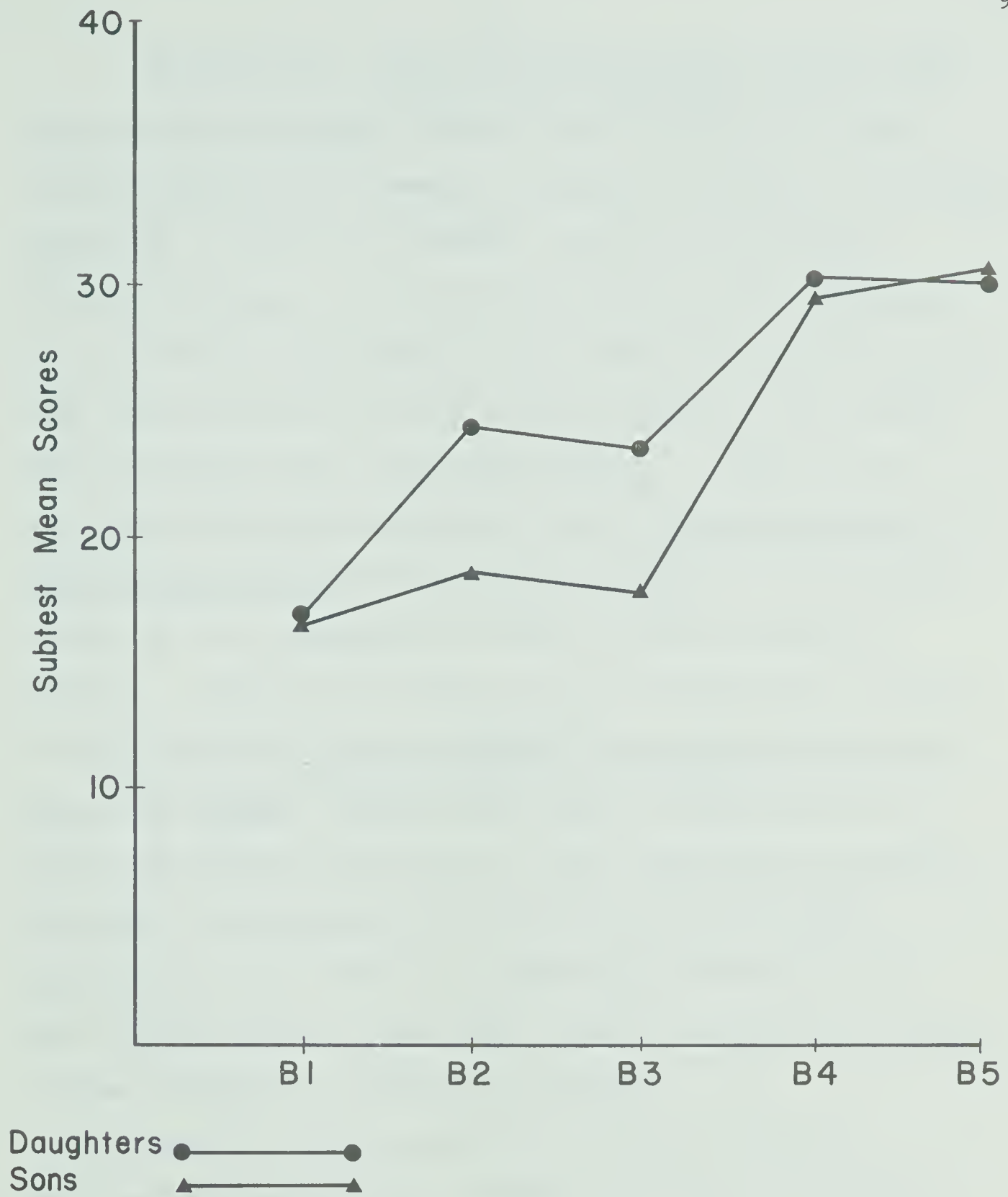


Figure 6. Comparison of Mothers' Perceptions of Needs for Daughters and Sons.



Hypothesis 4b: Fathers' perception of home economics needs by sex of their offspring. Tables 25 and 26 provide the means, standard deviations and summary of analysis of variance of the fathers' perception of their son or daughter's needs in home economics. The AB interaction, the A main effects and the B main effects are all statistically significant at the  $p < 0.001$  level. This indicates that fathers perceive the needs of their daughters to be different from the needs of their sons (A main effects). Fathers of sons felt that their sons had less need to study foods and nutrition and textiles and clothing than did fathers of daughters. This position is similar to the viewpoints of mothers of sons and mothers of daughters. Similarities in needs for home economics were perceived in family economics and home management, human development and the family and housing. The two former areas of study were rated as having the greatest need, while the latter represented the area of least need. On the basis of the foregoing analysis of data, hypothesis 4b, that there are no significant differences in the home economics needs of grade eight students as perceived by fathers of sons and fathers of daughters is rejected.

Figure 7 shows the plot of the mean scores of needs perceived by fathers of sons as compared to fathers of daughters. The graphic presentation reinforces the statements previously made with respect to how fathers view the needs of their offspring. Fathers perceive the home economics needs of their daughters to be greater than the corresponding needs of their sons on all five



Table 25

Means and Standard Deviations:  
Fathers by Sex of Offspring

Sex of Father's Offspring	Subtests	B1	B2		B3		B4		B5	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
A1										
Daughters	17.44	9.98	24.24	8.26	21.81	8.05	30.35	7.91	30.47	8.27
A2										
Sons	16.31	7.70	17.45	6.72	17.98	6.76	28.46	8.35	30.44	8.79
Overall	17.05	8.42	21.06	8.42	20.12	7.71	29.44	8.10	30.37	8.46

Table 26

Summary of Analysis of Variance:  
Father-Daughter and Father-Son by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	44117.2	183			
'A' main effects (sex of offspring)	1711.7	1	1711.7	7.3	<0.001
Subjects within groups	42405.3	182	232.9		
Within subjects	44334.0	736			
'B' main effects (subtests)	27033.8	4	6758.5	304.3	<0.001
'A' x 'B' interaction	1298.1	4	324.5	14.6	<0.001
'B' x subjects within groups	16171.1	728	22.2		



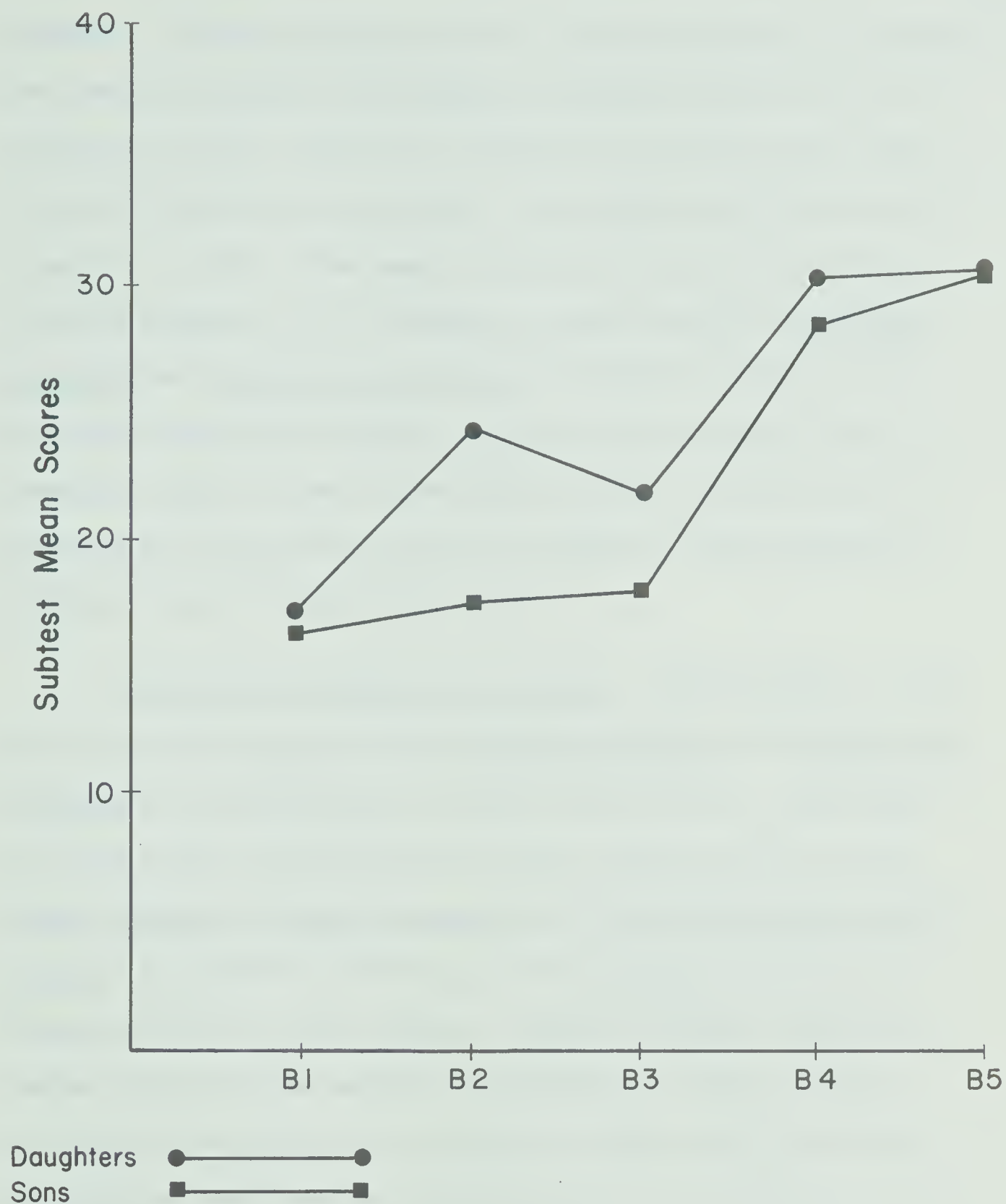


Figure 7. Comparison of Fathers' Perception of Needs for Daughters and Sons.





subtests. The mean scores on the B1, B4 and B5 subtests are similar for sons and daughters (the maximum difference between the  $\bar{X}$ 's for each pair of these subtests is 1.89) while the mean scores on the B2 and B3 variables are dissimilar (the minimum difference between these  $\bar{X}$ 's is 3.83). The reason fathers view the needs of their sons and daughters to be different in these two areas (foods and nutrition and textiles and clothing) is probably similar to the divergent viewpoints of mothers, that is, these areas of home economics seem to be associated with the female sex more than the male sex and fathers may perceive the needs of their offspring in accordance with societal expectations.

Discussion of Hypotheses 4a and 4b. Parents appear to feel that boys do not need to study foods and nutrition and textiles and clothing to the same degree or extent that girls do. Both sexes of parents feel that girls and boys have similar needs to study family economics and home management and human development and the family. The need for both sexes to study housing was given the lowest priority in every instance. Parents generally reflect the larger society in the teaching and education of their children. It is quite reasonable for the parents in this study to perceive the needs of their sons as being different from the needs of their daughters because society has until most recently perpetuated the concept of dual roles based on sex. In addition, due to the fact that our society is changing so rapidly, there is a tendency for



parents to prepare their children for adulthood according to standards and conditions of their own generation rather than those of the child's generation. Since the male-female roles were more clearly defined in the parent's generation than they are now, this may explain further why parents see the needs of boys to be different from the needs of girls in the foods and nutrition and textiles and clothing areas of home economics. Additionally the similarity of needs for both sexes in family economics and home management, human development and the family and housing can be related to the premise that society expects its male and female members to attain equal competence in dealing with these topics.

Hypothesis 4c: Home economics needs as determined by boys, their mothers, and their fathers. The means, ranks, and summary of analysis of variance for this hypothesis are presented in Tables 27 and 28. The AB interaction, the A main effects and the B main effects are all statistically significant at a probability level of less than 0.001. The significance of the A main effects (boys, their mothers and their fathers) indicates that these participants perceive the needs of grade eight home economics students to be different. The subtest scores (B main effects) all differ significantly from each other. On the basis of the analysis of data for hypothesis 4c, namely that there are no significant differences in the home economics needs of grade eight students as determined by boys, their mothers and their fathers is rejected. Significant differences in the perception of needs by these three groups exist.



Table 27

Means and Rank Scores by  
Sons, their Mothers and their Fathers

	Subtests	B1		B2		B3		B4		B5	
		$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R
A1 Boys		18.09	3	16.89	4	15.11	5	21.62	2	24.23	1
A2 Mothers		16.65	5	18.77	3	17.95	4	29.49	2	30.91	1
A3 Fathers		16.31	5	17.45	4	17.98	3	28.46	2	30.44	1

Table 28

Summary of Analysis of Variance:  
Sons, their Mothers and their Fathers by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	88929.6	336			
'A' main effects (sons, their mothers, their fathers)	4126.0	2	2063.0	9.0	<0.001
Subjects within groups	83905.1	364	230.5		
Within subjects	80832.8	1468			
'B' main effects (subtests)	44090.7	4	11022.7	459.9	<0.001
'A' x 'B' interaction	4232.2	8	529.0	22.1	<0.001
'B' x subjects within groups	34898.2	1456	24.0		



Since these results are significant Figure 8 shows the graphic plot of the subtest mean scores. In comparing the home economics requirements expressed by sons, mothers of sons, and fathers of sons, the perception of needs differ significantly (A main effects). While mothers of sons (range of  $\bar{X}$ 's = 16.65 to 30.91) and fathers of sons (range of  $\bar{X}$ 's = 16.31 to 30.44) are in relative agreement with respect to the home economics needs of their sons, their opinions differ significantly from those of the boys themselves (range of  $\bar{X}$ 's = 15.11 to 24.23). The rank order for family economics and home management and human development and the family is identical for all three groups, rating first and second respectively. The differences between the mean scores for these two areas are also the ones in which the parents of boys and the boys themselves disagree the most as to the degree of need. Boys see less need to study these concept areas than their parents do. This may be related to the high expectations parents seem to have for their children in the sense that most parents want their children to do well and be successful in life.

Boys, mothers of boys and fathers of boys seem to be in disagreement as to which area of home economics ranks third in need. Boys feel housing rates third in need while their parents give this subtest the lowest priority. Mothers perceive the need to study foods and nutrition to be third while sons and their fathers rank this area fourth. Fathers rate textiles and clothing third while mothers rate it fourth and sons rate it fifth.





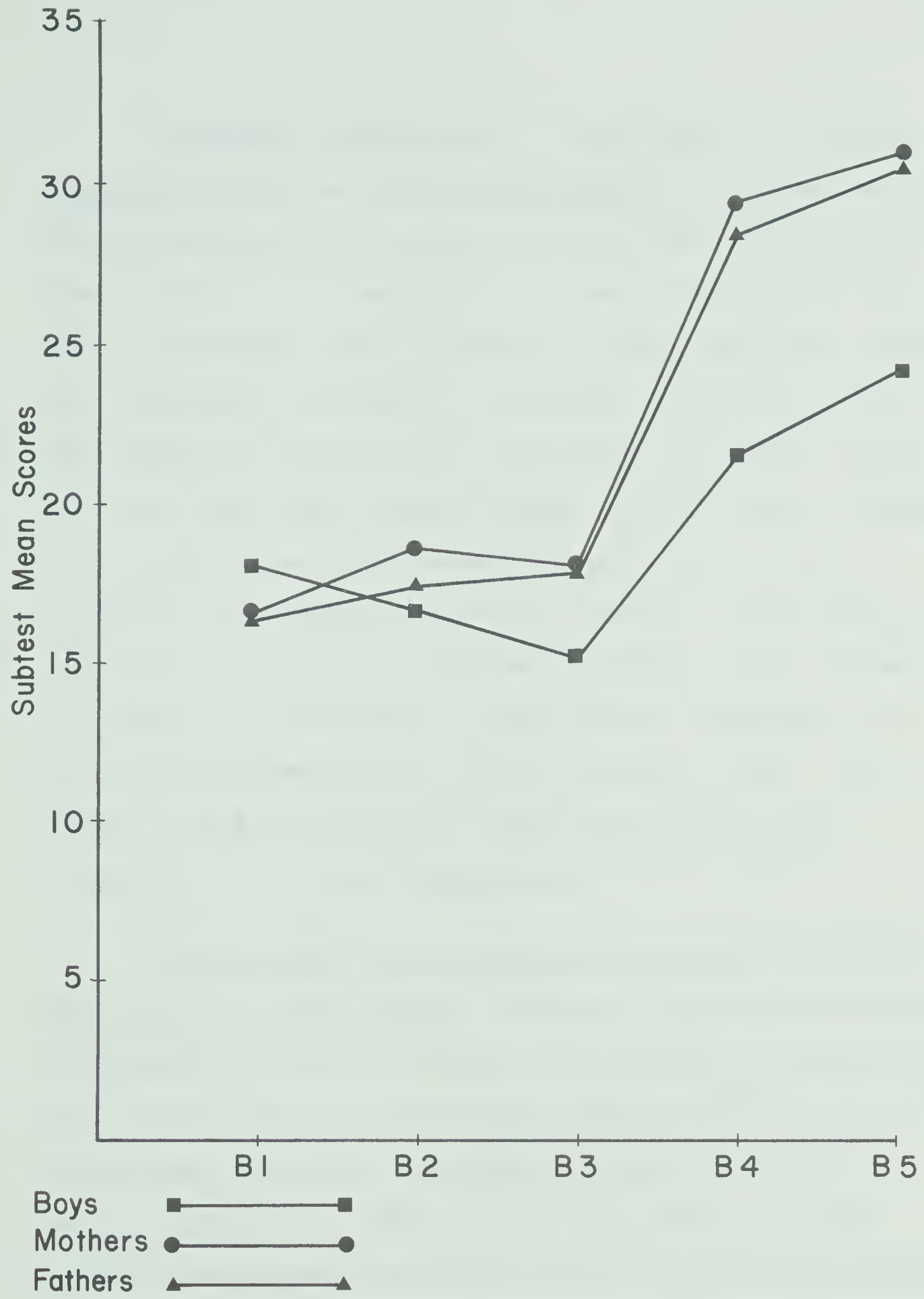


Figure 8. Comparison of Home Economics Needs as Determined by Boys, Mothers of Boys, Fathers of Boys.



Discussion of Hypothesis 4c. Certain aspects of housing, foods and nutrition and textiles and clothing may represent subject areas which are associated more with one sex, namely the females, than the other. The average grade eight boy is experiencing the stage of development known as puberty. At this time of his life the boy is beginning to determine his masculine role. While he may have identified closely with his mother during childhood, and used her as his adult model, during adolescence he must cross (or change) his sex model. That is, he changes his model from his mother to his father, and in doing so he begins to emerge in a new role as an adult male. Parsons (1959) clarifies this notion in this statement, "To identify with the mother or to have feminine interests in the home and domesticity becomes a source of shame" (p. 259). This may suggest in part why boys seem to reject those areas of home economics which tend to be associated with feminine roles.

Hypothesis 4d: Home economics needs as perceived by girls, their mothers and their fathers. The means, rank scores and summary of analysis of variance for needs in home economics as perceived by girls, their mothers and their fathers appears in Tables 29 and 30. The AB interaction, the A main effects and the B effects are all highly significant ( $p < 0.001$ ). Girls, their mothers and their fathers (A main effects) perceived the needs of grade eight students in home economics to be significantly different. An analysis of variance between the mean scores on each of the subtests (B main



Table 29

Means and Rank Scores by  
Daughters, their Mothers and their Fathers

	Subtests	B1		B2		B3		B4		B5	
	$\bar{X}$	R		$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R
A1 Girls	17.63	5		21.86	3	21.84	4	25.69	1	25.49	2
A2 Mothers	16.89	5		24.33	3	23.68	4	30.83	1	30.61	2
A3 Fathers	17.44	5		24.24	3	21.81	4	30.35	2	30.47	1

Table 30

Summary of Analysis of Variance:  
Daughters, their Mothers and their Fathers by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	100905.0	371			
'A' main effects (girls, their mothers, their fathers)	2646.5	2	1323.3	4.9	<0.001
Subjects within groups	97816.0	369	265.1		
Within subjects	67156.0	1488			
'B' main effects (subtests)	33860	4	8465.1	382.2	<0.001
'A' x 'B' interaction	2049.1	8	256.1	11.6	<0.001
'B' x subjects within groups	32688.0	1476	22.1		



effects) was significant, indicating that the subtest scores are different and distinct from each other. On the basis of these results, hypothesis 4d, that there are no significant differences between the grade eight home economics needs as perceived by girls, their mothers and their fathers is rejected.

When comparing the home economics needs expressed by girls, their mothers and their fathers similar patterns of need were established. While there are differences in the degree of perceived needs, the rank order is identical in all instances, except that fathers of daughters' viewpoints vary from those of mothers of daughters and the girls themselves in the areas of family economics and home management and human development and the family. Fathers perceive needs in the former to be first, and the latter to be second while girls and their mothers reversed the rankings. All three groups agree closely that the degree of need of housing curriculum is very similar and of lowest priority. Girls perceive their needs in foods and nutrition as being lower in degree than their parents, however all groups rank this area third. Needs in textiles and clothing were perceived as being fourth in degree of need.

Since the results are statistically significant Figure 9 presents graphic information based on subtest mean scores with respect to the A variables. In general daughters' scores were the lowest (range of  $\bar{X}$ 's = 17.63 to 25.69), fathers' scores were slightly higher (range of  $\bar{X}$ 's = 17.44 to 30.47) and mothers' scores





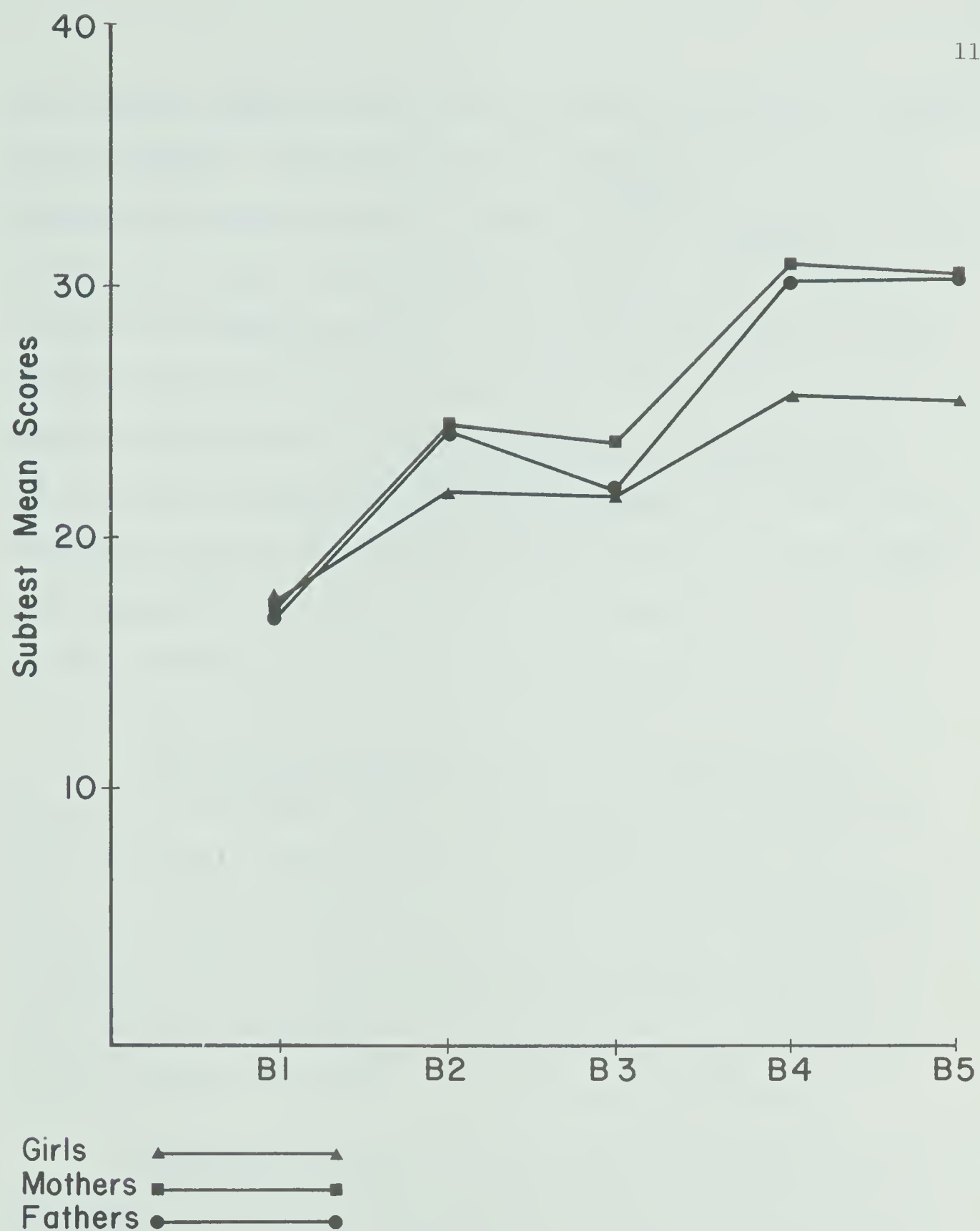


Figure 9. Comparison of Home Economics Needs as Determined by Girls, Mothers of Girls, Fathers of Girls.



were highest (range of  $\bar{X}$ 's = 16.89 to 30.83) on each of the subtests except housing. The scores of girls on housing ( $\bar{X}$  = 17.63) were higher than those of parents. Mothers' scores on housing were the lowest ( $\bar{X}$  = 16.89). An examination of Figure 9 indicates that mothers' and fathers' perception of the nature and degree of needs in home economics forms a similar pattern. Girls perceive the degree of their needs in family economics and home management ( $\bar{X}$  = 25.49) and human development and the family ( $\bar{X}$  = 25.69) to be somewhat less than the corresponding perceptions of their mothers and fathers ( $\bar{X}$ 's = 30.61 and 30.47 on variable B5 and 30.83 and 30.35 on variable B4 for mothers and fathers respectively).

Discussion of Hypothesis 4d. A girl's socialization pattern is more direct than a boy's because early identification with her mother provides her with an appropriate adult model. The fact that a girl at this early stage of her adolescence is fairly certain of the role society expects her to play may explain why there is such a high degree of uniformity as to how she and her parents perceive the needs of females in home economics.

Discussion of Results: Hypothesis 4. Hypothesis 4 that there are no significant differences in the home economics needs of grade eight students when perceived by (1) mothers of sons and mothers of daughters, (2) fathers of sons and fathers of daughters, (3) sons, their mothers and their fathers and (4) daughters, their mothers and their fathers is rejected. Significant differences



exist in the degree and priority which these groups assign to the needs of grade eight home economics students. All groups assign top priority to family economics and home management and human development and the family and all groups except one (boys) assigned the subject of housing the lowest rating. Foods and nutrition and textiles and clothing were consistently ranked either third or fourth. The possible explanation of these results is likely to be related to the roles society expects its male and female members to assume. Certain concept areas within the field of home economics, namely foods and nutrition and textiles and clothing have traditionally been associated with feminine roles in society. The results of this study seem to indicate that the needs of girls in these areas are greater than the corresponding needs of boys. In those areas of home economics which do not appear to be strongly linked to the role of either sex, (that is human development and the family, family economics and home management and housing) the need for girls and boys to learn about the subjects is similar. (Individual results have been discussed in detail under each sub-hypothesis.)

#### Hypothesis 5

There are no significant differences in the home economics needs of grade eight students when these needs are perceived by:

- a. students and teachers
- b. mothers, fathers and teachers



The statistical procedures used to analyze data for this hypothesis again involved determining mean scores and standard deviations for each subgroup (A main effects) and each subtest (B main effects). The repeated measure two-way analysis of variance technique was employed to obtain measures of statistical significance. The five subtest variables represent the B variable of repeated measure and the A factor represents various subdivisions of the participants. In hypothesis 5a there are two factor A groups (students and teachers) while in hypothesis 5b the number of factor A variables increases to three (mothers, fathers and teachers). These statistical procedures are similar to those utilized for the first hypothesis and are described earlier in this chapter. The data and discussion of results will be presented in two sections, one for each subsection of this hypothesis.

Hypothesis 5a: Comparison of home economics needs as perceived by students and teachers. Tables 31 and 32 show the means, the ranks, and the summary of analysis of variance for the needs in home economics as perceived by students and teachers. The AB interaction and the B main effects are highly significant ( $p < 0.001$ ), while the A main effects did not attain significance at the  $p = 0.05$  level. Students and teachers (A main effects) perceived the needs of grade eight home economics students as being significantly different. The subtest mean scores (B main effects) varied sufficiently from each other so as to be classified as being statistically significant. On the basis of the foregoing





Table 31  
Means and Rank Scores by  
Students and Teachers

Subtest	B1		B2		B3		B4		B5	
	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R
Students	17.90	5	19.40	3	18.45	4	23.67	2	29.92	1
Girls	17.63	5	21.86	3	21.84	4	25.69	1	25.49	2
Boys	18.09	3	16.89	4	15.11	5	21.62	2	24.23	2
Teachers	9.82	5	23.77	4	24.17	3	25.93	1	25.55	2

Table 32  
Summary of Analysis of Variance:  
Students and Teachers by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	140614.0	643			
'A' main effects (students by teachers)	874.9	1	874.9	4.0	<0.05
Subjects within groups	139738.0	642	21.7		
Within subjects	134036.0	2576			
'B' main effects (subtests)	53372.5	4	13343.1	546.5	<0.001
'A' x 'B' interaction	19065.5	4	4766.4	195.2	<0.001
'B' x subjects within groups	62701.0	2568	24.4		



analysis of data, hypothesis 5a, that there are no significant differences in the home economics needs of grade eight students as perceived by students and teachers is rejected.

Since these results are significant Figure 10 presents a plot of the subtest mean scores for each of the following factor A groups: students, (both girls and boys), boys, girls and home economics teachers. The students and teachers (A main effects) showed some degree of agreement with respect to their perception of needs. The relationship of need as stated by teachers and female students are particularly obvious. The priorities these two subgroups assign to home economics needs are similar. A slight difference occurs in foods and nutrition which girls rank third and the teachers rank fourth. The ratings for textiles and clothing are reversed. In contrast to the similarity of perceived needs by girls and teachers, the viewpoints of boys and teachers are somewhat divergent. Although both agree that the areas of family economics and home management and human development and the family should receive the highest priority, boys feel the former should be first and the latter second while teachers feel these rankings should be reversed. Both groups agree that foods and nutrition should rank fourth. Boys indicate that housing is third in importance while teachers place it last. Teachers rate textiles and clothing third while boys give it the lowest priority.

Discussion of Hypothesis 5a. When comparing the home economics needs of grade eight students as perceived by students



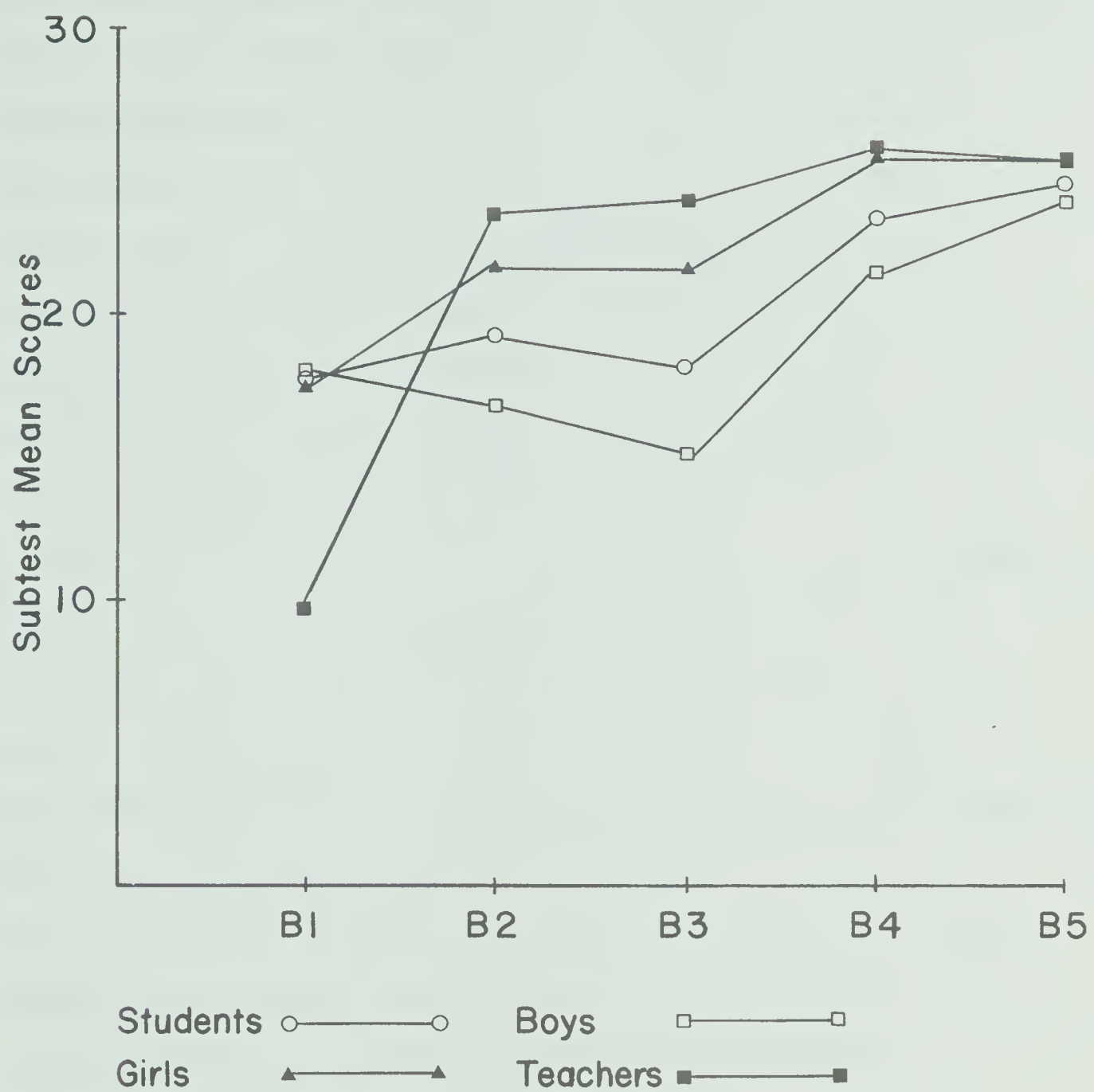


Figure 10. Comparison of Home Economics Needs as Expressed by Students and Teachers.



and teachers it seems that teachers may have completed the opinionnaire in terms of their female students. Teachers may think of home economics needs at this grade level primarily in terms of their female students, not their male students. Furthermore, teachers seem to be more aware of feminine needs than masculine needs in home economics as judged by the fact that there is less difference between the subtest mean scores of girls and teachers than there is for boys and teachers. (Analysis of variance for (1) girls and teachers and (2) boys and teachers was not carried out so that it is not possible to indicate if statistical differences actually exist between these two groups.) This result might be attributed in part to the fact that home economics for many years has been a subject mainly for girls, and as such it is logical to assume that teachers tend to associate needs in home economics with girls. The increasing trend for boys to select home economics as an option together with the increased flexibility of administrators, teachers and timetables in the junior high school may force teachers to examine needs from both the male and female viewpoints.

Hypothesis 5b: Comparison of home economics needs as perceived by mothers, fathers and teachers. The subtest mean scores and the standard deviations related to the perception of home economics needs by mothers, fathers and teachers can readily be discerned from Table 13 (page 65). The summary of analysis of variance can be found in Table 33. The AB interaction, the A main





Table 33

Summary of Analysis of Variance:  
Mothers, Fathers and Teachers by Subtest

Source of Variation	SS	df	MS	F	p
Between subjects	174761.0	760			
'A' main effects (mothers, fathers, teachers)	3643.4	2	1821.7	8.1	<0.001
Subjects within groups	170568.0	758	225.0		
Within subjects	194161.0	3044			
'B' main effects (subtests)	100774.6	4	25193.6	1066.2	<0.001
'A' x 'B' interaction	15030.0	8	1878.8	79.5	<0.001
'B' x subjects within groups	71644.0	3032	23.6		



effects and the B main effects are all highly significant ( $p < 0.001$ ). The A main effects representing the mothers, fathers and teachers indicates that there are significant differences in the way parents and teachers view the needs of grade eight home economics students. The mean scores of mothers (range of  $\bar{X}$ 's = 17.14 to 30.95) and fathers (range of  $\bar{X}$ 's = 17.05 to 30.37) on each of the subtests were similar. The corresponding scores for teachers (range of  $\bar{X}$ 's = 9.82 to 25.95) varied from those of parents. The B main effects (subtests) showed sufficient variation to indicate that the subtests were significantly different from each other. On the basis of the foregoing analysis of data, hypothesis 5b, that there are no significant differences in the home economics needs of grade eight students as perceived by mothers, fathers and teachers is rejected.

Although parents' ideas concur in that mothers and fathers rate home economics needs identically, teachers' viewpoints are slightly different. Family economics and home management and human development and the family are ranked first and second by both parents while teachers assigned these subject areas the reverse rankings. In the areas of foods and nutrition and textiles and clothing parents perceived these needs to be third and fourth (respectively) while teachers again felt that the reverse was true. Actually teachers perceived the needs in these four areas as being very similar in intensity. The range of scores for these four subtests is from 23.77 to 25.92, a difference of only 2.15 points. Parents scores tend to indicate greater need to learn about family economics and home management ( $\bar{X}$ 's = 30.86 and 30.37) and human



development and the family ( $\bar{X}$ 's = 30.24 and 29.44) than foods and nutrition ( $\bar{X}$ 's = 21.76 and 21.06) and textiles and clothing ( $\bar{X}$ 's = 20.95 and 20.12). The opinions with respect to housing needs would give this area the lowest priority. Teachers' scores are especially low ( $\bar{X}$  = 9.82). Mothers' and fathers' mean scores for housing are 17.14 and 17.05 respectively.

Although the AB interaction was significant, a graphic representation of the subtest mean scores is not presented separately because this information can be readily discerned from Figure 2 (page 72). This plot of the subtest mean scores reiterates that which has been mentioned in the previous paragraph. The viewpoints of parents with respect to the home economics needs of their youngsters appears to be similar. Mothers see the needs to be slightly greater (as judged by the higher mean scores) than do fathers. The pattern of needs formed by teachers' opinions differ considerably from the parents' viewpoints. Whereas parents seem to feel family economics and home management and human development and the family are the major areas of need, teachers may be suggesting that there are four areas of similar need, family economics and home management, human development and the family, foods and nutrition and textiles and clothing. Parents see the need to learn about the two latter areas as being less important than the two former areas.



Discussion of Hypothesis 5b. Parents have the advantage of living with the students and as a result may be in a better position than teachers to determine what their children need to learn about in home economics. Because this discipline is oriented towards everyday living it seems reasonable to assume that those individuals (the parents) who are in daily contact with the students should be in a position to make meaningful suggestions with regard to the areas of home economics needing further study in the school. Teachers however do not view the needs of home economics students in the same perspective as parents. Perhaps teachers think in terms of what should be taught in home economics as determined by the curriculum, and their own experiences and preferences as opposed to what student needs might indicate. This is not to suggest that one of these methods of approaching learning is more satisfactory than another. A happy balance is preferable because the substance of curriculum should be determined by both student needs and the structure of the discipline (Downey, 1965, p. 88). It does seem to suggest, however, that teachers do not approach the topic of what a student should learn using student needs as the only determinant of curriculum, but rather with a discipline oriented viewpoint.

Discussion of Results: Hypothesis 5. There are significant differences in the home economics needs of grade eight students as perceived by (1) students and teachers and (2) mothers, fathers and





teachers. A possible explanation for these results might be in the approach which the various groups take to determine needs. Students and parents may tend to perceive needs on the basis of their day to day living experiences, and evaluate items on the opinionnaire with respect to past or present areas of concern or difficulty. Teachers on the other hand may tend to approach this discipline from the point of view of what a student needs to know in home economics.

A further explanation of the results of this hypothesis may be related to the design of this study. The opinions of teachers have been gathered from throughout the province whereas the students and their parents were residents of Edmonton. Although it must be recognized that differences in perception may have occurred due to the design, and therefore the comparisons might be questionable, it must also be remembered that a large number of teachers were required for this study so as to make the sample size relatively equal. The study was also designed to give teachers throughout the province the opportunity to express their opinions with respect to the curriculum needs of grade eight students. Furthermore, it could be argued that the differences between home economics teachers throughout the province should be minimal (based on similar training). In addition the differences between urban and rural students seem to be fewer and fewer in terms of their needs in the five broad content areas based on the extensive system of mass communication in Alberta.



### Summary of Results

The results of this study have been summarized in Table 34. The findings indicate that significant differences exist in the perception of home economics needs at the eighth grade level between all groups tested (AB interaction effects). The A main effects, which analyzed the variance between groups indicated that all differences between groups were significant except those between students of three different socioeconomic levels and students of the Edmonton Public and Edmonton Separate school systems. The B main effects (subtests) are all statistically significant indicating that the subtests are distinctly different from each other.

Although the perception of needs varied depending upon the groups being compared, an analysis of the data revealed the existence of a hierarchy of needs in home economics at the grade eight level. The areas of family economics and home management and human development and the family were ranked as either first or second in all situations. With only one exception (i.e. boys on the housing subtest) the scores of all other groups in foods and nutrition and textiles and clothing ranked as either third or fourth. The concept of housing consistently ranked fifth and lowest in priority.



Table 34

## Summary of Results by Hypothesis

Hypothesis	A main effects (groups)	B main effects (Subtests)	AB interaction (groups by subtests)
1. Intergroup Comparisons students, mothers, fathers and teachers	S	S	S
3. Intra student group comparisons			
a. socioeconomic level	nS	S	nS
b. sex	S	S	S
c. school system attended	nS	S	S
4. Intra family comparisons			
a. mothers for daughters vs. mothers for sons	S	S	S
b. fathers for daughters vs. fathers for sons	S	S	S
c. sons, their mothers and their fathers	S	S	S
d. daughters, their mothers and their fathers	S	S	S
5. Teacher Family Comparisons			
a. students vs. teachers	S	S	S
b. mothers, fathers, and teachers	S	S	S

Key: S statistically significant at the probability level of 0.05.  
nS not statistically significant at the probability level of 0.05

NOTE: The second hypothesis was tested for statistically significance using Spearman's  $\rho$  (Spence, 1968).



## Chapter 5

### SUMMARY, GENERALIZATIONS AND RECOMMENDATIONS

#### REVIEW OF THE PROBLEM AND PROCEDURES

Family life today is changing rapidly. Home economics as a discipline concerned primarily with improving the quality of family life has the responsibility of meeting the changes which occur if it is to fulfill its purpose. The problem of building a home economics curriculum that will be meaningful not only now, but also in the future is a difficult task confronting educators today. The concept approach to teaching is one means of bridging the gap between present and future learnings, and it is a procedure accepted by many educators. The problem however, is which concepts will best serve the needs of the students to whom they are being taught.

This study attempted to provide an empirical basis upon which decisions regarding the substance or content (concepts) of home economics curriculum could be made. More specifically, this research attempted to analyze the discipline of home economics in terms of its present day meaning. Using the five major concepts accepted as areas of the home economics discipline as a frame of reference, an opinionnaire consisting of seventy five items was developed. Participants were asked to indicate the items which would be suitable for inclusion in the eighth grade home economics





curriculum. The responses were then analyzed to determine five scores which were used as the basis of identifying student needs.

This study was designed to include those individuals to whom the school is responsible, namely the parents and the students. Home economics teachers, because they too determine curriculum, are the third group of individuals involved. The design of this study was a deliberate attempt to follow the suggestions of curriculum researchers by involving those individuals who are affected the most by the education process as participants in the curriculum building process. Since the school systems are public institutions there should be an opportunity for the students and parents to express their opinions about what the curriculum should contain. Four distinct groups of individuals participated in this study: Edmonton junior high school boys and girls (N = 330), their mothers (N = 249), their fathers (N = 198), and home economics teachers in the province of Alberta (N = 314). The student participants were the grade seven students of schools randomly selected from low, medium and high socioeconomic communities within the Edmonton Public and Edmonton Separate school systems.

The subject of home economics at the secondary school level has been defined as consisting of five subject areas: (1) housing, (2) foods and nutrition, (3) textiles and clothing, (4) human development and the family, and (5) family economics and home management. An opinionnaire consisting of seventy five items, with fifteen items for each of the five subject areas was developed by



the investigator. This instrument was designed to collect the opinions of students, parents and teachers with reference to an eighth grader's need to study about each item. Each respondent indicated his opinion as to the degree of need on a five point Likert type scale, ranging from 'undecided', to 'no need', 'some need', 'considerable need' and to 'very great need'.

The data from the opinionnaires were machine scored and yielded five subtest scores, one for each individual on each of the five content areas of home economics. These subtest scores were then used to calculate the group means and standard deviations for use in comparing and ranking the various participant groups as to their perception of needs in home economics. A two-way analysis of variance with a repeated measure on the subtest factor was used to determine the probability level and hence the statistical significance of the hypotheses being tested.

#### SUMMARY OF FINDINGS WITH GENERALIZATIONS

This section has been organized with the objective of answering the specific questions related to the problem this research was designed to examine. The following format will be used:

- a) The problem and procedure will be outlined briefly.
- b) The summary of findings based on the data reported in Chapter 4 will be presented.
- c) The discussion of results will be briefly summarized.
- d) Generalizations will be made.



The reader's attention is drawn to Table 34 (page 125) at the end of Chapter 4. The results of the tests for statistical significance on the AB interaction, the A main effects, and the B main effects are summarized for each of the hypotheses tested (except the second one).

Comparisons of Perceived Home Economics Needs by Students, Mothers, Fathers and Teachers

The perception of home economics needs as expressed by students, mothers, fathers and teachers is significantly different. The subtest mean scores, standard deviations and analysis of variance of data expressed by these four groups of people indicate a lack of concensus as to exactly what should be included in the grade eight home economics curriculum, and in what order. Despite the failure to establish overall agreement regarding content, certain relationships between various subtest variables were established.

Family economics and home management together with human development and the family proved to be the areas designated by all groups as exhibiting the greatest need. The mean scores for these subtests range from 23.67 to 30.86 indicating considerable need for study in these areas. The foods and nutrition and textiles and clothing content areas formed a cluster representative of the middle or medium needs. The mean scores for these subtests ranged from 18.45 to 24.17 out of a possible 45 points. This represents a position somewhere between 'some need' and 'considerable need'



as defined by the opinionnaire used in this study. The concept of housing was unanimously given the lowest priority. The mean scores range from 9.82 to 17.91. This is interpreted as an area requiring from 'no need' to 'some need' in reference to the need scale for grade eight home economics students.

Using the subtest mean scores as the criterion, rankings based on each of the subgroup's perception of need were determined. Students, their mothers and their fathers agree completely on the rank order of needs in home economics. Teachers' rankings vary slightly. Human development and the family and family economics and home management are ranked first and second by teachers whereas the other groups give them the opposite ratings. Teachers rank textiles and clothing third and foods and nutrition fourth in need while this order is reversed for the three other groups. All four groups agree that housing needs are fifth and last.

An analysis of the results indicates that the needs in home economics fall into a pattern of three distinct groupings. Except for the area of housing which appears to require little or no need for study at this grade level, the four remaining areas seem to warrant inclusion in the program of study. Family economics and home management together with human development and the family are study areas which primarily involve the affective domain of learning because they tend to deal with values, personal situations, interpersonal relations and individual preferences. The subjects of foods and nutrition and textiles and clothing, on the other





hand, are based primarily on scientific principles and are concerned with tangibles. (This is not to say that learnings within these subject areas do not overlap. Some areas in the study of clothing for example fall into the affective or value oriented domain of educational objectives.) It seems that grade eight home economics students have the greatest need to learn in those areas which are oriented towards their present needs in the affective domain of educational objectives.

On the basis of student, mother, father and teacher comparisons of home economics needs for the eighth grade students the following generalizations appear to be warranted:

1. Students at the grade eight level need to study family economics and home management and human development and the family more than foods and nutrition, textiles and clothing, and housing in their home economics program.
2. Students at the grade eight level have little or no need to study housing concepts.
3. Grade eight students tend to rate their home economics needs as being lower than their parents and teachers perceive them to be.
4. Parents and students agree on the ranked order of needs in home economics: teachers do not agree completely with either parents or students on the ranked order of needs in home economics.



### Comparisons of Home Economics Needs by Student Subgroups

No significant differences in students' perceptions of their home economics needs were found between students of low, medium and high socioeconomic level, and the school system attended (Edmonton Public and Edmonton Separate). Students grouped according to these two factors held similar viewpoints of their needs in home economics. It may be postulated that Edmonton is a fairly homogeneous city, lacking sufficient variation in socioeconomic levels for this to be a discriminating factor in the detection of home economics needs. Similarly, the school systems tested in this research were both located in the city, and showed insufficient variation to indicate differences in the students' perception of needs.

In comparing the students' needs as determined by the sex of the student it was evident that boys and girls perceive their needs to be different. Boys feel the greatest need to learn about family economics and home management while girls give top priority to human development and the family. Housing ranks third in need for boys and last for girls. Textiles and clothing is fourth in need for girls while boys feel the least need to learn about it. Foods and nutrition was rated third by girls and fourth by boys. The mean scores of girls on all subtests except housing are higher than the corresponding scores of boys. The traditional male-female role patterns in our North American culture



may explain, at least in part, why girls and boys perceive their home economics needs to be significantly different.

On the basis of comparisons of grade eight students in home economics according to socioeconomic levels, sex and school system attended the following generalizations appear to be warranted:

1. The socioeconomic level of the community in which a grade eight student resides does not appear to affect his perception of needs in grade eight home economics. That is, grade eight students of low, medium and high socioeconomic levels in Edmonton, perceive their home economics needs to be similar. Family economics and home management is the area of greatest need, second is human development and the family, third is foods and nutrition, fourth is textiles and clothing, while fifth and last is housing.
2. The grade eight students of the Edmonton Public and Edmonton Separate school systems have a common perception of their needs in home economics.
3. The home economics needs of grade eight boys are different than the home economics needs of grade eight girls in the subject areas of foods and nutrition and textiles and clothing.
4. Boys have less need to study about foods and nutrition and textiles and clothing than housing at the grade eight level of home economics.



5. Girls have less need to study about the concept of housing than any other area in home economics at the grade eight level.
6. Grade eight girls have a greater need to study home economics than grade eight boys in all areas except housing.

#### Comparisons of Home Economics Needs by Girls, Boys and their Parents

In attempting to establish a consensus of opinion for the needs of grade eight students in home economics, a comparison of the perceptions of girls, boys and their parents was conducted.

Mothers of sons and mothers of daughters perceived the needs of their offspring to be different. Similarly, fathers of daughters and fathers of sons viewed the needs of their male children as being significantly different from the needs of their female children at the grade eight level. The parents of male children indicated that the needs of boys in home economics are lower than the needs of girls as measured by the subtest mean scores. Nevertheless the areas of family economics and home management and human development and the family were regarded as the areas of primary need, and were similar for both boys and girls (range of  $\bar{X}$ 's = 28.46 to 30.91). The subjects of foods and nutrition and textiles and clothing were perceived to be substantially different for sons (range of  $\bar{X}$ 's = 17.45 to 18.77) when compared with those for daughters (range of  $\bar{X}$ 's = 21.81 to 24.33). Housing consistently rated the lowest in need and the scores were such as to indicate that parents did not see much need for their youngsters to study this aspect of home economics at this grade level.





The comparisons of the opinions of boys, their mothers and the fathers indicated some disagreement. Although these three groups consistently rated family economics and home management first and human development and the family second, there was considerable disagreement regarding home economics needs in the three remaining concept areas. With the exception of boys' perception of needs in housing ( $\bar{X} = 18.09$ ), their mean scores were somewhat lower than those of their parents.

The girls, their mothers, and their fathers also viewed the eighth graders' home economics needs to be significantly different. Similar patterns however, were established. The ranked order of perceived needs is identical in all instances except that the fathers' viewpoints differed from those of the daughters and mothers on the rank order of needs in family economics and the family. Fathers rated it first while mothers and daughters placed it second. The reverse situation occurred in the area of human development and the family.

The distinction between the needs of males and females at the grade eight level of home economics may be attributed in part to the expectations society holds for members of each sex. Males at this age grouping are changing their adult role model from their mothers to their fathers and in the assertion of their new found masculinity there appears to be a rejection of all female associated concepts. The young girl, however, continues to identify with her mother and to establish a role pattern typical of that



expected by society. Those areas of home economics (foods and nutrition and textiles and clothing) which represent traditional areas of feminine interest were those areas which were rated lowest by boys. Subtest areas (family economics and home management, human development and the family and housing) which do not appear to be labeled by society as being distinctly male or female, were perceived as being similar in need for girls and for boys.

On the basis of comparisons of the home economics needs of grade eight students as perceived by (1) mothers of sons and mothers of daughters, (2) fathers of sons and fathers of daughters, (3) sons, their mothers and their fathers and (4) daughters, their mothers, and their fathers, the following generalizations appear to be warranted:

1. Both fathers and mothers perceive the home economics needs of their sons to be different from the home economics needs of their daughters at the grade eight level.
2. Fathers and mothers both felt that their sons' needs in home economics were less than those of their daughters in areas of foods and nutrition and textiles and clothing.
3. Fathers and mothers perceived their sons' and their daughters' need to study about family economics and home management and human development and the family as being similar in intensity and representing the areas of greatest need.



4. Daughters, their mothers and their fathers rank the home economics needs of grade eight students in a similar fashion. Sons, their mothers and their fathers hold different viewpoints regarding home economics needs for eight students.

#### Comparison of Home Economics Needs: Teachers by Students and Parents

The perception of home economics needs as determined by teachers was compared with those expressed by (1) students and (2) mothers and fathers. The data indicated that there were significant differences between the perception of home economics needs of these two groups.

Overall significant differences as to how students and teachers viewed the needs of grade eight students in home economics were found to exist. However, patterns of similarity in the rank order of the mean scores were established. The family economics and home management and human development and the family variables received the top two positions in all instances. The three areas of lowest need received different rankings by the various groups. The relationship between needs in home economics perceived by teachers and female students was closer than the relationship perceived by teachers and male students. An explanation in part for this result may be found in the fact that home economics is by tradition a girls' subject, and teachers tend to think of needs within the discipline in terms of girls rather than boys.



The overall opinions of parents and teachers with regard to the home economics needs of grade eight students differed significantly. Once again however, an examination of the data reveal the existence of a hierarchy of needs. The family economics and home management and human development and the family subtests were the highest need areas while foods and nutrition and textiles and clothing formed the middle group of needs and housing was the area of lowest need. The nature of the relationship between parent and child may provide, in part, an explanation for these results. Parents live with their children, and hence have a better opportunity to become aware to their children's needs than do teachers. In addition, parents do not have the problem of numbers that teachers are faced with. Teachers deal with classrooms full of students and logically it would be more difficult to be aware of the particular needs of so many individual students as compared to knowing the needs of a few.

On the basis of comparison of the perceived needs of grade eight students in home economics as determined by (1) teachers and students, and (2) teachers, mothers and fathers the following generalizations appear to be warranted:

1. Home economics teachers and parents differ in their perception of the home economics needs for grade eight students.
2. Home economics teachers and students differ in their perception of home economics needs for grade eight students.





3. Home economics teachers seem to be more aware of the home economics needs of girls at the grade eight level than they are of the corresponding needs for boys.

#### Implications for Home Economics Education

The generalizations drawn from this study and supported by the research findings have implications for home economics education in Edmonton, and the Province of Alberta. The suggestions offered can be grouped into two categories:

- a) curriculum development
- b) incorporating student needs into the curriculum

#### Curriculum Development

The results of this study seem to indicate that parents and students can and will make meaningful suggestions with respect to the needs of grade eight students regarding the substance of home economics curriculum. This is an encouraging finding since it is felt that the inclusion of these individuals in the curriculum building process should help to ensure that the content of programs more adequately meets the needs of the students concerned. The involvement of teachers actively engaged in the field should also be sought, for it is their interpretation and implementation of the curriculum which in fact will determine its success or failure. These three groups of individuals should be recognized as being primary determinants of the substantive dimension of curriculum in the field of home economics.



### Incorporating Student Needs in Curriculum

The suggestions offered by students, parents and teachers surveyed in this study would seem to indicate that the incorporation of major units on family economics and home management and human development and the family would be warranted for both boys and girls. Although the students and parents involved in this study were restricted to residents of the city of Edmonton, the teachers involved were from the entire province, and as such the opinions of teachers indicate that the need for students to study these two concepts seems to be general throughout the province. Furthermore, the overall consensus that these two areas were regarded as requiring considerable need for study warrant investigation into the question of whether these subjects might be made mandatory for both boys and girls at this grade level.

The subject of housing on the other hand, appeared to gain little support as an area of home economics need for grade eight students. The implication is that this concept (housing) should not be included in the grade eight home economics curriculum to the point where it has major significance.

Basic differences in the home economics needs of girls and boys exist in the areas of foods and nutrition and textiles and clothing. Since the need for girls to learn about these two concepts is greater than the corresponding needs for boys, it is implied that the home economics program should be flexible enough to permit girls (and those boys who are interested) to pursue these topics as an



integral part of the program. Although the level of boys' scores were lower than those of girls, the information available from this study regarding boys' needs is not defined clearly enough to make inferences regarding special curricula for boys in foods and nutrition and textiles and clothing.

### Suggestions for Further Study

During the course of this study the researcher has become aware of the following related topics which would be suitable for further investigation:

1. Since it has been indicated that the family economics and home management and human development and the family areas of home economics are the concepts with the greatest student need, it would be useful to investigate the specific concepts within these two areas which would be suitable for inclusion in the curriculum.

2. The study could be repeated using a similar design and expanding the student sample to include students from grades seven to twelve living in both rural and urban areas of the province.

3. The reasons why students' greatest needs fall into an "interaction" concept area of home economics could be investigated. According to Creekmore (1968) family economics and home management fall into the area of interaction of the human element and man's near environment. Why is it that students' needs at this grade level do not fall into the area of basic learnings in the subject areas of human element and man's near environment? It seems reasonable to assume that some understanding of basic concepts would be a pre-requisite to study involving their interaction.



4. The overlap of the home economics curriculum with the curricula of other junior high school disciplines could be investigated. For example, the new curriculum in social studies includes units on family economics. Human development may be a part of the science program, and the family may be taught in the family life program. Is it possible that students needs can, or are being met through other subjects? If so, is this desirable?

5. The tradition that home economics is for girls only, is disappearing. In fact, the inclusion of boys in the home economics program is considered desirable. At the present time there is inadequate information with respect to the needs of boys in home economics. A study to ascertain the exact nature of boys' needs and interests in home economics would be useful in the structuring and implementation of home economics programs which could best serve the needs of these young men.





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APPENDIX A  
OPINIONNAIRES



SAMPLE COPY OF INSTRUCTIONS ACCOMPANYING  
TEACHER'S OPINIONNAIRES

INTERESTS IN THE HOME AND FAMILY

FORM A

Directions:

This opinionnaire consists of a number of statements designed to sample opinions about the grade eight home economics curriculum. There is disagreement as to what this curriculum should contain. What is wanted is your own considered opinion about what should be taught to students of home economics at the grade eight level. Try not to be influenced by the content of the present curriculum. Indicate what YOU think should be taught.

Place all answers on this booklet. It is not necessary for you to give your name. Mark your feeling toward each item according to the key given below.

Key:

With respect to eighth grade home economics, as you read each item, circle

EXAMPLE

- |   |             |
|---|-------------|
| 5, if you feel that there is<br>a VERY GREAT NEED to learn about<br>the item. | 1 2 3 4 (5) |
| 4, if you feel that there is<br>CONSIDERABLE NEED to learn about<br>the item. | 1 2 3 (4) 5 |
| 3, if you feel that there is<br>SOME NEED to learn about the item.            | 1 2 (3) 4 5 |
| 2, if you feel that there is<br>NO NEED to learn about the item.              | 1 (2) 3 4 5 |
| 1, if you are UNDECIDED about<br>the need to learn about the item.            | (1) 2 3 4 5 |



## SAMPLE COPY OF PRELIMINARY QUESTIONS

## ASKED OF TEACHERS

Please check the following as it applies to your situation.

How many years of university education have you completed?

- ☐ one
- ☐ two
- ☐ three
- ☐ four
- ☐ five or more

How many years of teaching experience will you have had by the end of June?

- ☐ two or less
- ☐ three to five
- ☐ six to ten
- ☐ eleven to fifteen
- ☐ over fifteen

Are you presently teaching grade eight home economics?

- ☐ yes
- ☐ no

How many years experience have you had teaching home economics?

- ☐ two or less
- ☐ three to five
- ☐ six to ten
- ☐ eleven or more

How many years experience have you had teaching grade eight home economics?

- ☐ two or less
- ☐ three to five
- ☐ six to ten
- ☐ eleven or more
- ☐

The following questions should be answered only by teachers who are teaching grade eight home economics at the present time.

How would you rate the socioeconomic status of the community in which you teach?

- ☐ low
- ☐ medium
- ☐ high

☐ combination-- Please specify \_\_\_\_\_

What is the nature of the community you teach in? ☐ urban  
☐ rural





## SAMPLE COPY OF INSTRUCTIONS ACCOMPANYING

## MOTHERS' OPINIONNAIRE

## INTERESTS IN THE HOME AND FAMILY

## Form M (Mothers)

## Directions:

This opinionnaire is designed to survey the opinions of mothers with respect to what they consider that their children should learn about the home and family. As a mother you have opinions. What is wanted is your considered opinion about what you feel a grade eight student needs to study.

It is not necessary for you to give your name or any other personal information. Please DO NOT discuss your opinions with your spouse before, or while you are answering the opinionnaire.

As you read each item, circle

## EXAMPLE

5, if you feel that grade eight students have a VERY GREAT NEED to learn about the item.

1 2 3 4 (5)

4, if you feel that grade eight students have CONSIDERABLE NEED to learn about the item.

1 2 3 (4) 5

3, if you feel that grade eight students have SOME NEED to learn about the item.

1 2 (3) 4 5

2, if you feel that grade eight students have NO NEED to learn about the item.

1 (2) 3 4 5

1, if you are UNDECIDED about their need to learn about the item.

(1) 2 3 4 5

## Please check:

The student for whom I am completing this opinionnaire is my:

\_\_\_\_\_ daughter

\_\_\_\_\_ son



SAMPLE COPY OF INSTRUCTIONS ACCOMPANYING  
FATHERS' OPINIONNAIRE

INTERESTS IN THE HOME AND FAMILY

Form F (Fathers)

Directions:

This opinionnaire is designed to survey the opinions of fathers with respect to what they consider that their children should learn about the home and family. As a father you have opinions. What is wanted is your considered opinion about what you feel a grade eight student needs to study.

It is not necessary for you to give your name, or any other personal information. Please DO NOT discuss your opinions with your spouse before, or while you are answering the opinionnaire.

As you read each item, circle

EXAMPLE

5, if you feel that grade eight students have a VERY GREAT NEED to learn about the item.

1 2 3 4 (5)

4, if you feel that grade eight students have CONSIDERABLE NEED to learn about the item

1 2 3 (4) 5

3, if you feel that grade eight students have SOME NEED to learn about the item.

1 2 (3) 4 5

2, if you feel that grade eight students have NO NEED to learn about the item.

1 (2) 3 4 5

1, if you are UNDECIDED about their need to learn about the item.

(1) 2 3 4 5

Please check:

The student for whom I am completing this opinionnaire is my:

\_\_\_\_\_ daughter  
\_\_\_\_\_ son



SAMPLE COPY OF OPINIONNAIRE SENT TO  
TEACHERS, MOTHERS AND FATHERS

KEY: In my opinion, the need for grade eight students to learn about this item is:

- 1--undecided  
2--no need  
3--some need  
4--considerable need  
5--very great need

For the following items, circle the number which represents your opinion:

- |  |               |
|--|---------------|
| 1. Learning how the food one eats affects one's weight.                                | 1. 1 2 3 4 5  |
| 2. Learning why we live in families.   | 2. 1 2 3 4 5  |
| 3. Learning the best way to spend the money allotted for clothing to meet one's needs. | 3. 1 2 3 4 5  |
| 4. Learning about new methods in house construction.                                   | 4. 1 2 3 4 5  |
| 5. Learning to prepare meals.  | 5. 1 2 3 4 5  |
| 6. Learning how to get along with, and be accepted by, one's friends.                  | 6. 1 2 3 4 5  |
| 7. Learning how to make decisions.   | 7. 1 2 3 4 5  |
| 8. Learning how to get the greatest value for one's money when buying clothing.        | 8. 1 2 3 4 5  |
| 9. Learning to select housing which is appropriate for the family needs.               | 9. 1 2 3 4 5  |
| 10. Learning how to cook.  | 10. 1 2 3 4 5 |
| 11. Learning to understand the responsibilities of being a girl and a boy.             | 11. 1 2 3 4 5 |
| 12. Learning how to achieve one's goals.   | 12. 1 2 3 4 5 |
| 13. Learning how to care for clothing.   | 13. 1 2 3 4 5 |
| 14. Learning how housing has developed through the ages.                               | 14. 1 2 3 4 5 |



KEY: In my opinion, the need for grade eight students to learn about this item is:

1--undecided  
2--no need  
3--some need  
4--considerable need  
5--very great need

- |   |     |   |   |   |   |   |
|---|-----|---|---|---|---|---|
| 15. Learning how to plan appetizing and interesting meals.                              | 15. | 1 | 2 | 3 | 4 | 5 |
| 16. Learning how living in a family helps each individual to develop.                   | 16. | 1 | 2 | 3 | 4 | 5 |
| 17. Understanding how to establish goals.   | 17. | 1 | 2 | 3 | 4 | 5 |
| 18. Learning why we want fashionable clothing.  | 18. | 1 | 2 | 3 | 4 | 5 |
| 19. Learning how to furnish a house so that each family member is comfortable.          | 19. | 1 | 2 | 3 | 4 | 5 |
| 20. Learning about the world's food supply.   | 20. | 1 | 2 | 3 | 4 | 5 |
| 21. Learning about the role of the family members.                                      | 21. | 1 | 2 | 3 | 4 | 5 |
| 22. Learning how to organize one's time and activities.                                 | 22. | 1 | 2 | 3 | 4 | 5 |
| 23. Learning how to select clothing that will enhance one's appearance.                 | 23. | 1 | 2 | 3 | 4 | 5 |
| 24. Learning how houses are built.  | 24. | 1 | 2 | 3 | 4 | 5 |
| 25. Learning how to entertain, e.g. dinners, teas, parties.                             | 25. | 1 | 2 | 3 | 4 | 5 |
| 26. Understanding why parents and children sometimes disagree.                          | 26. | 1 | 2 | 3 | 4 | 5 |
| 27. Learning how to dress appropriately.  | 27. | 1 | 2 | 3 | 4 | 5 |
| 28. Learning how to decorate various rooms in the home, e.g. bedroom, playroom.         | 28. | 1 | 2 | 3 | 4 | 5 |
| 29. Learning about the foods habits of different people, e.g. German, Dutch, Ukrainian. | 29. | 1 | 2 | 3 | 4 | 5 |
| 30. Learning to make the most of what one has.  | 30. | 1 | 2 | 3 | 4 | 5 |





KEY: In my opinion, the need for grade eight students to learn about this item is:

1--undecided  
2--no need  
3--some need  
4--considerable need  
5--very great need

31. Understanding what it means to be grown up.	31.	1	2	3	4	5
32. Learning various arts and crafts, e.g. ceramics, knitting.	32.	1	2	3	4	5
33. Learning about safety in the home.	33.	1	2	3	4	5
34. Learning how our bodies use food.	34.	1	2	3	4	5
35. Learning to understand others, e.g. parents, friends.	35.	1	2	3	4	5
36. Learning how fabrics are made.	36.	1	2	3	4	5
37. Understanding the responsibility of each family member in making decisions.	37.	1	2	3	4	5
38. Learning how to make simple home repairs.	38.	1	2	3	4	5
39. Learning how to select the proper foods for good health.	39.	1	2	3	4	5
40. Learning about the development of the human body.	40.	1	2	3	4	5
41. Learning how to plan and budget the spending and saving of money.	41.	1	2	3	4	5
42. Learning how to make the home attractive and comfortable.	42.	1	2	3	4	5
43. Learning why the body needs certain foods.	43.	1	2	3	4	5
44. Learning how families in other countries live, e.g. Indian, Mexican, Chinese.	44.	1	2	3	4	5
45. Learning more information about how to buy things.	45.	1	2	3	4	5
46. Learning to sew clothing.	46.	1	2	3	4	5



KEY: In my opinion, the need for grade eight students to learn about this item is:

1--undecided  
2--no need  
3--some need  
4--considerable need  
5--very great need

47. Learning how furniture is designed and constructed.	47.	1	2	3	4	5
48. Learning how to purchase food.	48.	1	2	3	4	5
49. Learning about the responsibilities of marriage and the family.	49.	1	2	3	4	5
50. Learning how to manage money.	50.	1	2	3	4	5
51. Learning the importance of good grooming.	51.	1	2	3	4	5
52. Learning how to choose colors, materials, and furniture that go well together.	52.	1	2	3	4	5
53. Learning how to select tableware.	53.	1	2	3	4	5
54. Learning about credit buying, e.g. charge accounts.	54.	1	2	3	4	5
55. Learning about fibers from which fabrics are made.	55.	1	2	3	4	5
56. Learning how to purchase appliances for the home, e.g. toasters, refrigerators.	56.	1	2	3	4	5
57. Learning how to serve food attractively.	57.	1	2	3	4	5
58. Learning how to care for young children.	58.	1	2	3	4	5
59. Understanding how families earn money.	59.	1	2	3	4	5
60. Learning how to select and care for household textiles, e.g. curtains, carpets, sheets, blankets.	60.	1	2	3	4	5
61. Becoming aware of the various kinds of housing that are available, e.g. apartments, houses, mobile trailers.	61.	1	2	3	4	5
62. Learning about food preservation, e.g. canning, freezing.	62.	1	2	3	4	5



KEY: In my opinion, the need for grade eight students to learn about this item is:

1--undecided  
2--no need  
3--some need  
4--considerable need  
5--very great need

63. Learning about the responsibilities and privileges of each family member.	63.	1	2	3	4	5
64. Understanding what the family money income must provide for, e.g. groceries, rent, taxes.	64.	1	2	3	4	5
65. Learning the importance of a co-ordinated wardrobe.	65.	1	2	3	4	5
66. Learning the kind of housing people live in influences their lives.	66.	1	2	3	4	5
67. Learning about the composition of food.	67.	1	2	3	4	5
68. Learning how clothing is made, from design ideas to the finished products.	68.	1	2	3	4	5
69. Learning to understand oneself as an adolescent.	69.	1	2	3	4	5
70. Learning how conditions in society influence family spending.	70.	1	2	3	4	5
71. Learning the role of each family member in spending the family income.	71.	1	2	3	4	5
72. Learning how to discriminate between real needs (food, clothing) and created needs (make-up, motor-bikes).	72.	1	2	3	4	5
73. Learning how finishes improve a textile fabric, e.g. permanent press, Scotchguard.	73.	1	2	3	4	5
74. Learning how to care for one's body.	74.	1	2	3	4	5
75. Learning about furniture styles.	75.	1	2	3	4	5



## SAMPLE COPY OF STUDENTS FORM

## OF THE OPINIONNAIRE

## INTERESTS IN THE HOME AND FAMILY

## FORM C

## Directions:

This opinionnaire is designed to learn the opinions of students, like you, on what they need to learn about the home and family. As a student you have opinions. What is wanted is your opinion about what you think grade eight students need to study.

As you read each item, circle

## EXAMPLE

5, if you feel a VERY GREAT NEED  
to learn about the item.

1 2 3 4 (5)

4, if you feel CONSIDERABLE NEED  
to learn about the item.

1 2 3 (4) 5

3, if you feel SOME NEED to learn  
about the item.

1 2 (3) 4 5

2, if you feel NO NEED to learn  
about the item.

1 (2) 3 4 5

1, if you are UNDECIDED about your  
need to learn about the item.

(1) 2 3 4 5

Please check: \_\_\_\_\_ girl \_\_\_\_\_ boy

What is your father's occupation? (Be clear: For example Salesclerk at Eatons, door to door salesman with Fuller Brush, travelling salesman for Massey-Ferguson.)

---

What is your mother's occupation? (Be clear: If your mother does not work outside the home indicate homemaker.)

---





1--undecided  
 2--no need  
 3--some need  
 4--considerable need  
 5--very great need

For the following items, circle the number which represents your opinion.

- |  |               |
|--|---------------|
| 1. Learning how the food one eats affects one's weight.                                | 1. 1 2 3 4 5  |
| 2. Learning why we live in families.   | 2. 1 2 3 4 5  |
| 3. Learning the best way to spend the money allotted for clothing to meet one's needs. | 3. 1 2 3 4 5  |
| 4. Learning about new methods in house construction.                                   | 4. 1 2 3 4 5  |
| 5. Learning to prepare meals.  | 5. 1 2 3 4 5  |
| 6. Learning how to get along with, and be accepted by, one's friends.                  | 6. 1 2 3 4 5  |
| 7. Learning how to make decisions.   | 7. 1 2 3 4 5  |
| 8. Learning how to get the greatest value for one's money when buying clothing.        | 8. 1 2 3 4 5  |
| 9. Learning to select housing which is appropriate for the family needs.               | 9. 1 2 3 4 5  |
| 10. Learning how to cook.  | 10. 1 2 3 4 5 |
| 11. Learning to understand the responsibilities of being a girl and a boy.             | 11. 1 2 3 4 5 |
| 12. Learning how to achieve one's goals.   | 12. 1 2 3 4 5 |
| 13. Learning how to care for clothing.   | 13. 1 2 3 4 5 |
| 14. Learning how housing has developed through the ages.                               | 14. 1 2 3 4 5 |
| 15. Learning how to plan appetizing and interesting meals.                             | 15. 1 2 3 4 5 |
| 16. Learning how living in a family helps each individual to develop.                  | 16. 1 2 3 4 5 |



1--undecided  
 2--no need  
 3--some need  
 4--considerable need  
 5--very great need

- |   |               |
|---|---------------|
| 17. Understanding how to establish goals.   | 17. 1 2 3 4 5 |
| 18. Learning why we want fashionable clothing.  | 18. 1 2 3 4 5 |
| 19. Learning how to furnish a house so that each family member is comfortable.          | 19. 1 2 3 4 5 |
| 20. Learning about the world's food supply.   | 20. 1 2 3 4 5 |
| 21. Learning about the role of the family members.                                      | 21. 1 2 3 4 5 |
| 22. Learning how to organize one's time and activities.                                 | 22. 1 2 3 4 5 |
| 23. Learning how to select clothing that will enhance one's appearance.                 | 23. 1 2 3 4 5 |
| 24. Learning how houses are built.  | 24. 1 2 3 4 5 |
| 25. Learning how to entertain, e.g. dinners, teas, parties.                             | 25. 1 2 3 4 5 |
| 26. Understanding why parents and children sometimes disagree.                          | 26. 1 2 3 4 5 |
| 27. Learning how to dress appropriately.  | 27. 1 2 3 4 5 |
| 28. Learning how to decorate various rooms in the home, e.g. bedroom, playroom.         | 28. 1 2 3 4 5 |
| 29. Learning about the foods habits of different people, e.g. German, Dutch, Ukrainian. | 29. 1 2 3 4 5 |
| 30. Learning to make the most of what one has.  | 30. 1 2 3 4 5 |
| 31. Understanding what it means to be grown up.   | 31. 1 2 3 4 5 |
| 32. Learning various arts and crafts, e.g. ceramics, knitting.                          | 32. 1 2 3 4 5 |
| 33. Learning about safety in the home.  | 33. 1 2 3 4 5 |



1--undecided  
 2--no need  
 3--some need  
 4--considerable need  
 5--very great need

- |   |               |
|---|---------------|
| 34. Learning how our bodies use food.   | 34. 1 2 3 4 5 |
| 35. Learning to understand others, e.g. parents, friends.                         | 35. 1 2 3 4 5 |
| 36. Learning how fabrics are made.  | 36. 1 2 3 4 5 |
| 37. Understanding the responsibility of each family member in making decisions.   | 37. 1 2 3 4 5 |
| 38. Learning how to make simple home repairs.                                     | 38. 1 2 3 4 5 |
| 39. Learning how to select the proper foods for good health.                      | 39. 1 2 3 4 5 |
| 40. Learning about the development of the human body.                             | 40. 1 2 3 4 5 |
| 41. Learning how to plan and budget the spending and saving of money.             | 41. 1 2 3 4 5 |
| 42. Learning how to make the home attractive and comfortable.                     | 42. 1 2 3 4 5 |
| 43. Learning why the body needs certain foods.                                    | 43. 1 2 3 4 5 |
| 44. Learning how families in other countries live, e.g. Indian, Mexican, Chinese. | 44. 1 2 3 4 5 |
| 45. Learning more information about how to buy things.                            | 45. 1 2 3 4 5 |
| 46. Learning to sew clothing.   | 46. 1 2 3 4 5 |
| 47. Learning how furniture is designed and constructed.                           | 47. 1 2 3 4 5 |
| 48. Learning how to purchase food.  | 48. 1 2 3 4 5 |
| 49. Learning about the responsibilities of marriage and the family.               | 49. 1 2 3 4 5 |
| 50. Learning how to manage money.   | 50. 1 2 3 4 5 |



1--undecided  
 2--no need  
 3--some need  
 4--considerable need  
 5--very great need

- |  |               |
|--|---------------|
| 51. Learning the importance of good grooming.  | 51. 1 2 3 4 5 |
| 52. Learning how to choose colors, materials, and furniture that go well together.                               | 52. 1 2 3 4 5 |
| 53. Learning how to select tableware.  | 53. 1 2 3 4 5 |
| 54. Learning about credit buying, e.g. charge accounts.  | 54. 1 2 3 4 5 |
| 55. Learning about fibers from which fabrics are made.   | 55. 1 2 3 4 5 |
| 56. Learning how to purchase appliances for the home, e.g. toasters, refrigerators.                              | 56. 1 2 3 4 5 |
| 57. Learning how to serve food attractively.   | 57. 1 2 3 4 5 |
| 58. Learning how to care for young children.   | 58. 1 2 3 4 5 |
| 59. Understanding how families earn money.   | 59. 1 2 3 4 5 |
| 60. Learning how to select and care for household textiles, e.g. curtains, carpets, sheets, blankets.            | 60. 1 2 3 4 5 |
| 61. Becoming aware of the various kinds of housing that are available, e.g. apartments, houses, mobile trailers. | 61. 1 2 3 4 5 |
| 62. Learning about food preservation, e.g. canning, freezing.  | 62. 1 2 3 4 5 |
| 63. Learning about the responsibilities and privileges of each family member.                                    | 63. 1 2 3 4 5 |
| 64. Understanding what the family money income must provide for, e.g. groceries, rent, taxes.                    | 64. 1 2 3 4 5 |
| 65. Learning the importance of a co-ordinated wardrobe.  | 65. 1 2 3 4 5 |
| 66. Learning the kind of housing people live in influences their lives.  | 66. 1 2 3 4 5 |





1--undecided  
 2--no need  
 3--some need  
 4--considerable need  
 5--very great need

- |  |               |
|--|---------------|
| 67. Learning about the composition of food.  | 67. 1 2 3 4 5 |
| 68. Learning how clothing is made, from design ideas to the finished products.                                 | 68. 1 2 3 4 5 |
| 69. Learning to understand oneself as an adolescent.   | 69. 1 2 3 4 5 |
| 70. Learning how conditions in society influence family spending.  | 70. 1 2 3 4 5 |
| 71. Learning the role of each family member in spending the family income.                                     | 71. 1 2 3 4 5 |
| 72. Learning how to discriminate between real needs (food, clothing) and created needs (make-up, motor-bikes). | 72. 1 2 3 4 5 |
| 73. Learning how finishes improve a textile fabric, e.g. permanent press, Scotchguard.                         | 73. 1 2 3 4 5 |
| 74. Learning how to care for one's body.   | 74. 1 2 3 4 5 |
| 75. Learning about furniture styles.   | 75. 1 2 3 4 5 |



APPENDIX B  
CORRESPONDENCE



SAMPLE COPY OF LETTER SENT TO  
SCHOOL SUPERINTENDENTS

7212 - 96 B Avenue,  
Edmonton, Alberta,  
May 15, 1969.

Dear Sir:

I am presently working on a Master's thesis at the University of Alberta. The thesis is concerned with the content of home economics curriculum at the grade eight level. The data for my study will be collected with the use of a 75 item opinionnaire.

May I obtain your permission to submit the opinionnaire to the home economics teachers in your area? My intent is to send the forms to each teacher individually at their school address. Your consideration is appreciated.

Sincerely,

(Mrs.) Sharon Pisesky,  
Graduate Student,  
University of Alberta.



SAMPLE COPY OF LETTER SENT TO  
HOME ECONOMICS TEACHERS

May 20, 1969.

Dear Home Economics Teacher:

The home economics curriculum in Alberta is currently under review. One of the most difficult tasks curriculum builders are faced with is the responsibility of selecting from the vast amount of home economics subject matter that which will have the most value and importance for our young people. Home economics teachers throughout the province are being asked to participate in a research project that will identify basic areas of study in the field of home economics which are suitable for inclusion in the grade eight curriculum.

The data for this study is being collected through the use of the enclosed opinionnaire. Although this is a very busy time of year for you, your assistance would be appreciated. If possible, would you complete and return the opinionnaire by June 6, 1969.

Your co-operation in this research project will be a valuable contribution to our subject area.

Sincerely,

Dr. Edith Down,  
Co-ordinator,  
Home Economics Education,  
University of Alberta.

(Mrs.) Sharon Pisesky,  
Graduate Student,  
Secondary Education,  
University of Alberta.

---

If you are interested in receiving a copy of the results of this research, please detach and return this portion of the letter with your opinionnaire.

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

\_\_\_\_\_





SAMPLE COPY OF FIRST REMINDER LETTER SENT TO  
HOME ECONOMICS TEACHERS

Faculty of Education  
University of Alberta  
Edmonton, Alberta  
June 6, 1969

Dear Home Economics Teacher,

The opinionnaire on the home economics needs of grade eight students was mailed to 390 home economics teachers in the province. Although this is a very busy time of year the response thus far has been excellent. In order to accurately determine the needs of home economics students we need to obtain everyone's opinion. Your co-operation in completing the opinionnaire would be most appreciated.

The results of this study will be a valuable contribution to our knowledge of home economics needs. Don't you agree?

Thank you for your anticipated assistance. If you have completed the opinionnaire and have already mailed it, thank you for your help.

Sincerely yours,

(Mrs.) Sharon Pisesky, GTA  
Secondary Education

If you did not receive an opinionnaire, or it has been misplaced, we would be happy to send you an opinionnaire and stamped, addressed envelope. Please complete the following and return to:

Mrs. Sharon Pisesky  
7212 - 96 B Avenue  
Edmonton 83, Alberta

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_



SAMPLE COPY OF SECOND REMINDER LETTER SENT TO  
HOME ECONOMICS TEACHERS

7212 - 96 B Avenue  
Edmonton, Alberta  
June 20, 1969

Dear Home Economics Teacher,

A few weeks ago you received an opinionnaire used to collect data for a study of the home economics needs of grade eight students. This study has been endorsed as a worthwhile endeavor by Dr. E. E. Down, Co-ordinator of Home Economics Education at the University of Alberta, and Miss A. B. MacFarlane, Provincial Supervisor of Home Economics Education. Because your opinionnaire has not been returned I am sending a second copy considering the possibility that the original copy may have been mislaid.

The value of the study and consideration given to any of its recommendations will depend directly on the percentage of returns received. As of June 20 we have received 285 out of 390 possible returns, or 72.4% of the opinionnaires distributed.

Please complete the enclosed form and mail it at your earliest convenience. Thank you for your assistance. If you have completed the opinionnaire, and have already mailed it, thank you for your assistance.

Sincerely yours,

(Mrs.) Sharon Pisesky, GTA  
Secondary Education

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You may receive a copy of the results of this research by completing the following and returning it with your opinionnaire, or under separate cover to the address at the top of the page.

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_  
\_\_\_\_\_



SAMPLE COPY OF LETTER DISTRIBUTED TO  
HOME ROOM TEACHERS OF  
PARTICIPATING STUDENTS

Dear \_\_\_\_\_

Today the students of your home room class participated in one phase of the data collection aspect of my master's thesis. Each pupil was given a set of opinionnaires to take home and be completed by their parents. I am asking for your assistance in collecting the opinionnaires from the parents. The covering letter that accompanied the opinionnaires indicated that parents participation was optional, however the opinionnaires MUST be returned to school whether or not they have been completed. The students of your school are supposed to return the opinionnaires by \_\_\_\_\_

I would sincerely appreciate it if you would remind your students to return the opinionnaires as soon as possible. If you find that more time is required or any other difficulty arises would you please call me?

home 469-6303

office 432-4779

Thank you for your co-operation.

I shall make every effort to provide you with a summary of the results of my findings before the end of June.

Sincerely,

Sharon Pisesky (Mrs.)  
Graduate Student  
7212 - 96 B Avenue



## SAMPLE COPY OF LETTER REQUESTING

## PARENTS PARTICIPATION

Faculty of Education  
University of Alberta  
Edmonton, Alberta  
May , 1969

Dear Parents,

Today parents are showing increased interest and concern regarding the education of their children. The suggestions that parents contribute can effectively improve certain aspects of the educational process. One area in which parents can contribute is that of suggesting course content for grade eight courses dealing with the home and family. The only way this information can be learned is through the help of parents like yourselves.

An opinionnaire has been designed to collect information about the opinions of parents. The parents of the grade seven classes of \_\_\_\_\_ School are being asked to complete the two attached opinionnaires. The opinions of both fathers and mothers is wanted. Fathers are requested to fill out Form F of the opinionnaire and mothers are requested to fill in Form M of the opinionnaire. Will you please have your child return the opinionnaires to school by \_\_\_\_\_, 1969.

Thank you for helping in this study.

Sincerely,

Sharon Pisesky  
Faculty of Education  
University of Alberta

Principal  
\_\_\_\_\_ School

If you do not wish to participate in this study please sign and have your child return the uncompleted opinionnaires to school.

Parents' signature \_\_\_\_\_





SAMPLE COPY OF LETTER SENT TO  
PARENTS OF PARKVIEW STUDENTS

May , 1969

PARKVIEW SCHOOL

Dear Parent:

Re: Graduate Student Research Project in  
Home Economics by Mrs. S. Pisesky

The above research project by Mrs. S. Pisesky involves all students (boys and girls) in two grade 7 classes at Parkview School, their parents and the Home Economics teacher. It requires that all persons involved complete a questionnaire to identify areas of home economics content which could be included in a grade 8 home economics curriculum at some future time. Grade 7 classes in other areas of the city are also involved.

Students will complete their questionnaires during school hours on . The questionnaires for completion by parents will be taken home by the students on the same day.

This research project is sanctioned by Dr. E. A. Mansfield, Director of Research for the Edmonton Public School Board and by me.

If you have any questions regarding this project, please feel free to contact me at 488-1495.

Your cooperation in completing the questionnaire is appreciated. Thank you.

Yours truly,

VS/mh



APPENDIX C  
LISTS OF SCHOOLS



## EDMONTON PUBLIC SCHOOLS

WITH

GRADE SEVEN CLASSES

(1969)

School	Address
Allendale	6415 - 106 Street
Avalon	5425 - 114 Street
Avonmore	7835 - 76 Avenue
Balwin	7055 - 132 Avenue
Crestwood	9735 - 144 Street
Donnan	7803 - 87 Avenue
Eastwood	12023 - 81 Street
Fulton Place	10310 - 56 Street
Garneau	10925 - 87 Avenue
H.A. Gray	12140 - 103 Street
Hardisty	10534 - 62 Street
Highlands	11509 - 62 Street
Kenilworth	7005 - 89 Avenue
Killarney	13110 - 91 Street
King Edward	8530 - 101 Street
Laurier Heights	8210 - 142 Street
Lawton	11602 - 40 Street
McCauley	9538 - 107 Avenue
McDougall	10930 - 107 Street
McKernan	11425 - 99 Avenue
Mount Pleasant	10541 - 60A Avenue
Newton	5523 - 122 Avenue
Oliver	10210 - 117 Street
Ottewell	9435 - 73 Street
Parkallen	6703 - 112 Street
Parkdale	11648 - 85 Street
Parkview	14313 - 92 Avenue
Ritchie	9750 - 74 Avenue
Rosslyn	13215 - 113A Street
Sherbrooke	12245 - 131 Street
Spruce Avenue	11424 - 102 Street
Steele Heights	14607 - 59 Street
Strathearn	8723 - 93 Avenue
Wellington	13160 - 127 Street
Westminster	13712 - 104 Avenue
Westmount	11124 - 130 Street



## EDMONTON SEPARATE SCHOOLS

WITH

GRADE SEVEN CLASSES

(1969)

School	Address
Academie Assomption	10765 - 98 Street
St. Alphonsus	11624 - 81 Street
St. Andrew	11342 - 127 Street
St. Basil	10210 - 115 Avenue
St. Brendan	5825 - 93A Avenue
Cartier-McGee	4311 - 114 Street
St. Catherine	10915 - 110 Street
St. Cecilia	8830 - 132 Avenue
St. Clare	11833 - 64 Street
College St. Jean	8406 - 91 Street
St. Edmund	11712 - 130 Avenue
St. Francis of Assisi	6614 - 129 Avenue
St. Gabriel	5540 - 106 Avenue
Grandin	9844 - 110 Street
Holy Cross	15120 - 104 Avenue
St. James	7814 - 83 Street
St. Kevin	10005 - 84 Street
St. Leo	5412 - 121 Avenue
St. Mark	11625 - 135 Street
St. Mary High	7055 - 99 Street
St. Michael	10545 - 92 Street
Mt. Carmel	10524 - 76 Avenue
St. Nicholas	3643 - 115 Avenue
St. Patrick	12050 - 95A Street
St. Paul	14410 - 96 Avenue
St. Pius X	12214 - 128 Street
St. Rose	8815 - 145 Street
Sacred Heart	9624 - 108 Avenue
Sir John Thompson	13525 - 132 Avenue
St. Thomas More	9610 - 165 Street
St. Vincent	10530 - 138 Street











**B29998**